



Greenvale School Curriculum Policy

Signed: November 2021

Next Review date: November 2024

Curriculum Policy

The curriculum at Greenvale School is a constantly evolving work which is adapted and regularly updated according to the needs of our students and the requirements of stakeholders at any given time.

Greenvale School offers a curriculum which is balanced and broadly based and which

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

At Greenvale School, we aim to offer a rich, diverse, relevant and engaging curriculum offer to our students that is underpinned by a high quality enrichment programme. Our curriculum reflects statutory guidance and widely accepted innovative recommendations for teaching and learning for learners with special educational needs.

Our curriculum covers all subjects across the National Curriculum with topics taken from the KS2 and KS3 National Curriculums specifications and adapted to meet the needs of all learners across the four learning Pathways. Our broad and balanced curriculum offer is the vehicle for supporting our learners to further develop effective communication skills, emotional regulation and emotional literacy, positive behaviour for learning and increasing independence and life skills as they move towards adulthood. All learning makes with student EHCP long term targets and IEP targets to best support progress.

The Greenvale Pathways

At Greenvale we follow four learning pathways: Grove, Glade, Forest and Woodland

The provision within each pathway is tailored to meet the needs of the learners within it. The most suitable pathway is allocated at the Student Baseline on entry to school, students can advance onto another pathway if their learning needs have changed and some students follow a dual pathway route, most frequently Grove/ Forest or Grove/Woodland where students have additional physical and communication needs served best with Grove provision but also require access to the Forest /Woodland provision regarding cognition and learning. Students across Grove, Forest and Woodland Pathways are taught in mixed pathway classes within their key stage. Learners following the Glade Pathways are taught solely within the Glade classes.

Grove Pathway – Students typically work across the engagement model to access the National Curriculum and follow a sensory curriculum. They are assessed in the 5 Areas of Engagement; anticipation, initiation, realisation, exploration and persistence. Students attend interventions in the Learning Support Base.

Forest Pathway – Students typically work from Level GV4-GV10. Some students may attend interventions in the IBase to focus on specific skills. Student's working within GV 9-10 also have access to additional reading and writing support systems e.g. phonics, whole word reading, cued articulation (where applicable).

Woodland Pathway

Students typically work above GV 10 and into Level 1 or above of the National Curriculum. Student's also work within functional Some students may attend interventions in the IBase to focus on specific skills. Students also have access to additional reading and writing support systems e.g. phonics, whole word reading, cued articulation (where applicable) and Advanced maths, English, P.E. and PSHE lessons. Students also have access to Entry Level 1,2, and 3. In functional skills.

Glade Pathway

Students may require a high level of support and structure throughout their day. They follow a daily structured routine using symbols support, and elements of the TEAACH approach. They may have a sensory diet in place to support their emotional sensory regulation. The fostering of positive behaviour for learning also supports all learners in this pathway. There is also an emphasis on the development of communication skills and increasing independence.

Key Stage 3

In year 7, most students are taught in class groups for all subjects on a primary model to support their transition into secondary school. The subjects they study are: English, Mathematics, Science, Physical Education (P.E), History, Geography, Art and design, Music, Design technology, Computing, Personal, social and economic education (PSHE) and Religious education. PSHE includes Sex and relationship and Citizenship Education. These subjects are taught within cross curricular topics which change each half term. In years 8 and 9 the same subjects are taught discretely through topics. There is a separate curriculum for each subject and it is delivered on a two-year cycle.

All students are taught English and Maths daily in class. There are weekly advanced learner groups in English, Maths and PE. All students participate in Modern Foreign Language day once per term, focussing on French and experiencing and gaining an understanding of the languages and cultures of the members of the class group.

Key Stage 4

In years 10 and 11 students continue to study the same subjects again on a two-year curriculum cycle. All students are taught English and Maths daily in class. There are weekly advanced learner groups in English and Maths. All students participate in Modern Foreign Language day once per term, focusing on Spanish and experiencing each other's cultures. Student's also study towards an ASDAN qualification in KS4.

Key Stage 5

In years 12, 13 and 14 students are taught English, Maths, P.E. and Computing and work towards an AQA qualification in these subjects each year. PSHE is taught in class groups and also through advanced groups for those students who will benefit from it. R.E. is delivered via a termly day of themed lessons on a carousel. Further AQA qualifications are taught within options groups where students are invited to choose the topic they wish to study on a termly basis. These are all themed on a three-year curriculum cycle. Functional Skills at entry Level are delivered across the Woodland Pathway and lead to formal qualifications in English and Maths.

Students have an opportunity to participate in community links in the local area as part of the curriculum enrichment offer.

Curriculum enrichment

Curriculum enrichment provision is an integral part of our curriculum offer which is supported by regular activities in the local area and in school and widely contributes to our broad and balanced curriculum offer. We offer trips and clubs and invite workshops and projects into school to support the curriculum across all key stages. There are regular events organised and one off events that respond to the needs and interests of the students and curriculum priorities in line with the school improvement plan.

The curriculum co-ordinator is required to:

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

In addition, the curriculum co-ordinator is required to:

- Keep all schemes of work up-to-date and in line with current National Curriculum guidance
- Lead small group subject moderation yearly within staff meetings
- Review progress data in their subject termly, creating action plans as required
- Write a yearly Subject Improvement Plan and report on this termly

The Assistant Headteacher Leading on Curriculum is required to:

- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Respond to the needs of the students with regard the curriculum in line with DfE guidance, policy and practice and the wider SEND curriculum agenda.
- Initiate and co-ordinate the monitoring of curriculum development throughout the school, providing annual audits and action plans, using the school improvement plan effectively.
- Monitor, evaluate and review classroom practice and promote the continuous improvement of teaching and learning.

Signed: Lisa Robinson-Jones

Dated: 9.12.21