



## Grow Independent School

### CURRICULUM POLICY

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Last Reviewed: September 2024

Next Review Date: September 2025

## Introduction to our Curriculum Values

Our school curriculum links with our core values of **achievement**, **belonging** and **compassion**.

**Achievement:** Students at Grow are on their unique and individualised pathways, they are aiming for highly personalised outcomes. Achievement looks different for each of them, and we value and celebrate every success, however big or small, every day. We don't look for failings, we look for potential and opportunities.

**Belonging:** Feeling secure, safe and accepted as part of a supportive community is fundamental to our wellbeing. At Grow, we aim for our students to feel safe and supported so they feel able to take risks and are prepared to be wrong. We believe a strong sense of belonging is the key to cultivating curiosity, innovation and original thinking within our curriculum.

**Compassion:** Central to our curriculum is the importance we place on kindness and consideration for others. We aim to prepare students to enter the wider world with open hearts and a strong sense of self-worth, teaching the values of compassion and empathy towards ourselves as well as towards others.

## **Aims of the School Curriculum**

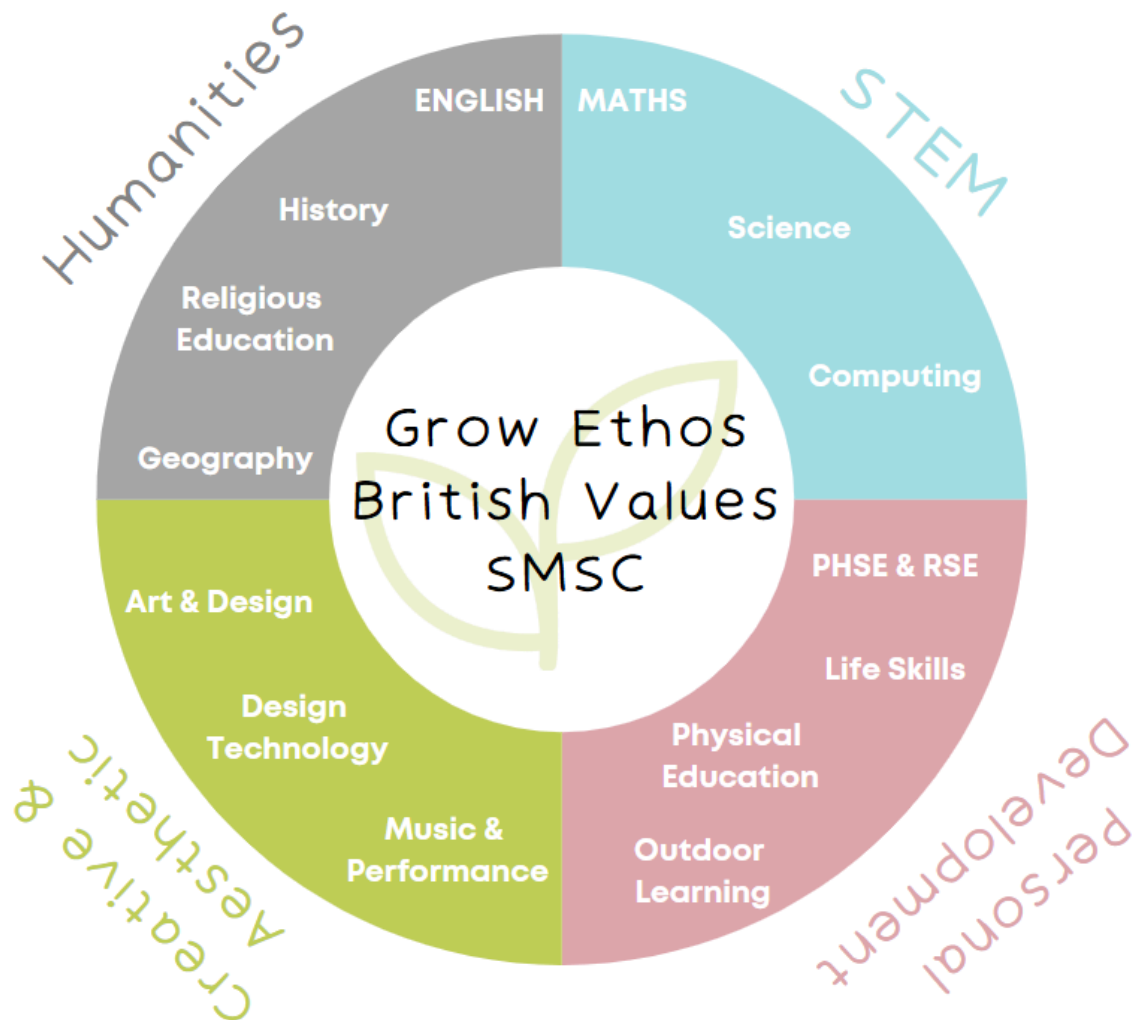
- To promote academic, intellectual and creative achievement through well-planned and highly individualised curriculum pathways.
- To plan and deliver high-quality and well-sequenced learning experiences tailored to the individual needs of our students.
- To be designed in a way that places value on each student's unique talents, skills and creative interests.
- To be designed in a way that seeks out each student's potential and provides them with enough challenge to fully reach it.
- To cultivate creative, innovative and original thinking through a strong sense of belonging and community.

- To be purposeful in such a way that students have a strong understanding of the 'why' they are learning, not just the 'how' and the 'what' they are learning.
- To develop themes that link across several subjects where possible, and to do this in a way that reflects how learning opportunities present themselves in real-life.
- To support the development of young people who are compassionate, curious, self-aware, brave and who can contribute positively to the world beyond school.
- To prepare students to leave school with the confidence to thrive in an unpredictable and fast-changing world.
- To support pupils' spiritual, moral, social and cultural development.
- To support pupils' physical development and their understanding of how to live healthy lives, and to provide lots of opportunities for them to be active.
- To provide high-quality, specialist teaching in a range of academic subjects which ensures students have the relevant knowledge and qualifications to progress to the next part of their education.
- To provide impartial careers advice to ensure students are equipped to make informed decisions about their future job options.
- To make the journey through the curriculum enjoyable with plenty of opportunities for humour, fun and meaningful human connection.

## Organisation and Planning of our Curriculum

### **The Curriculum Areas:**

Our Curriculum is divided into four areas: STEM, Humanities, Creative & Aesthetic and Personal Development. We place SMSC, British values, our ethos and our values at the centre of our curriculum, all are an integral part of all areas of learning.

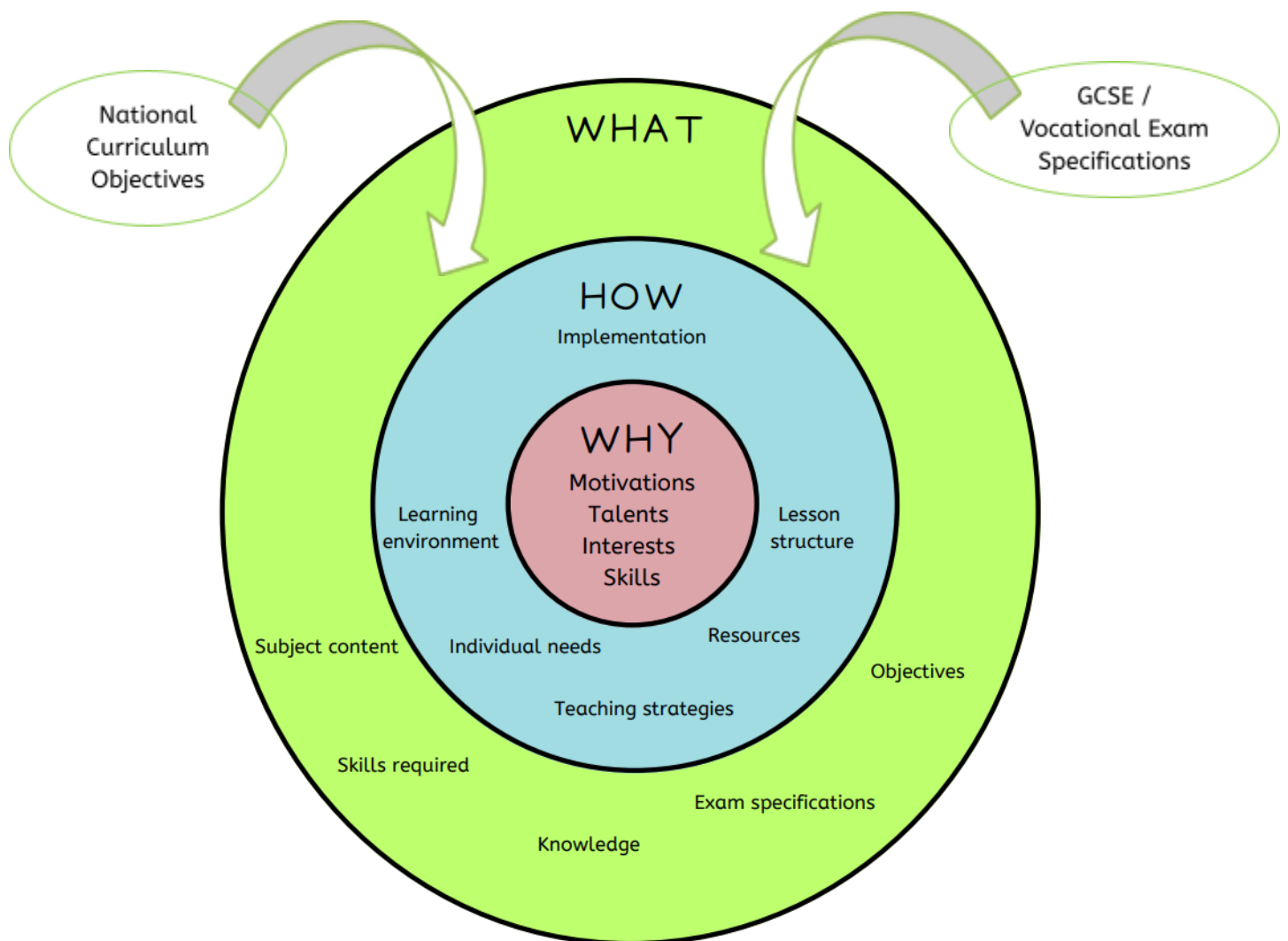


### **Personalisation:**

Students who attend Grow Independent School have usually had limited opportunities to consider and explore their intrinsic motivations for learning. This is often due to not previously being able to consistently attend or engage with school.

Before we can personalise the curriculum for each student, it is important that we establish these motivations, talents, skills and interests; we refer to this as their ‘WHY’. Once we have completed initial information gathering, we then consider which curriculum branch, subject areas and outcomes are going to be most appropriate for them.

This leads to us planning the ‘WHAT’; this is the subject content that will be delivered based on the intended outcomes. We also consider the ‘HOW’ carefully: ‘how’ meaning the most effective way of delivering this content for each student taking into account their specific learning needs. This is explained with the visual below:



Curriculum delivery refers to the process of implementing a planned curriculum.

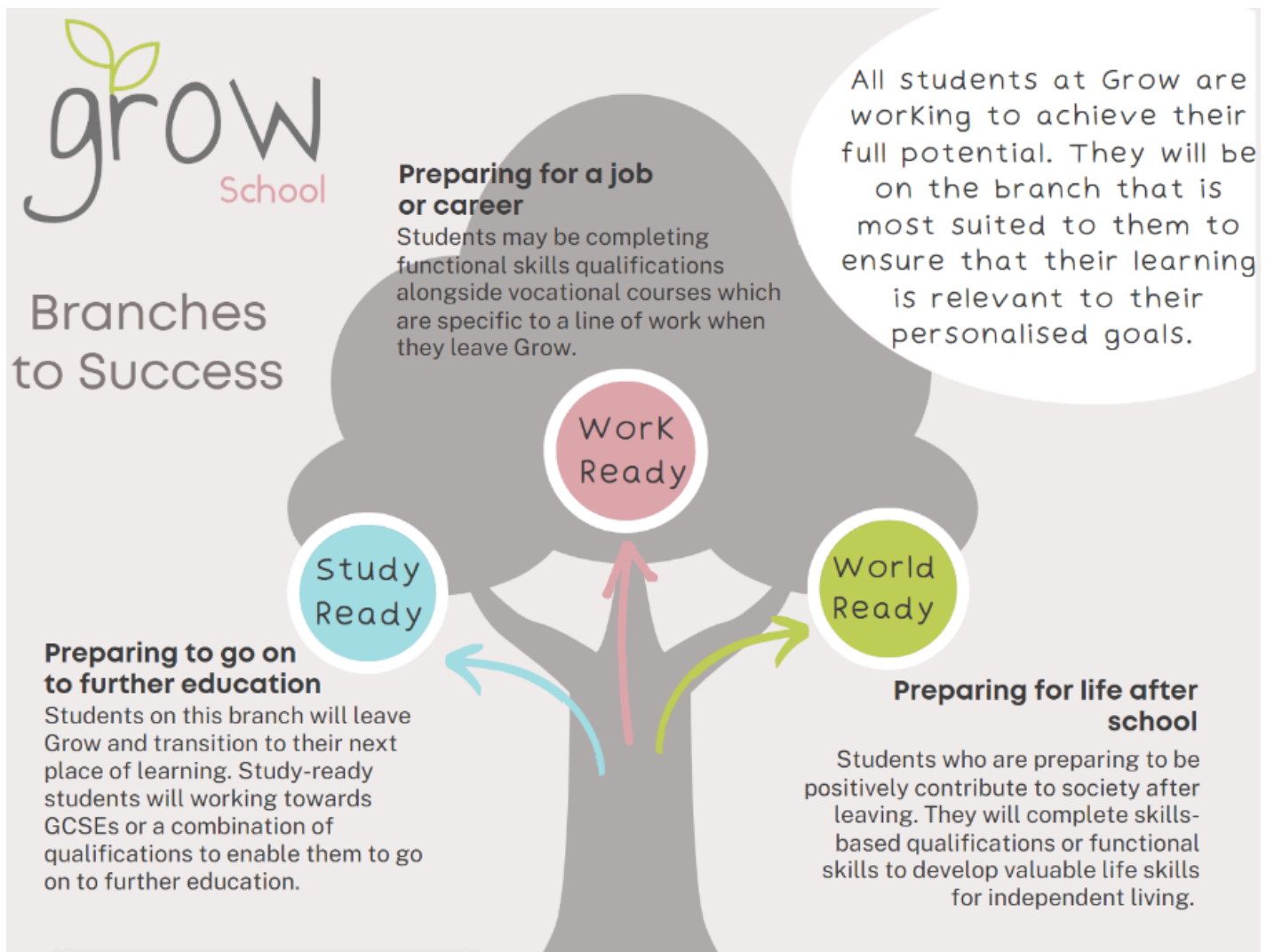
The "why" of curriculum delivery is to ensure that students receive a high-quality education that prepares them for future success. This includes developing critical thinking, problem-solving, and communication skills.

The "how" involves selecting appropriate instructional strategies, resources, and assessments to effectively teach the curriculum content. This may include using technology, hands-on activities, or group work.

The "what" of curriculum delivery involves determining what content and skills are most important for students to learn and ensuring that the curriculum meets the needs of all learners.

## Our 'Branches to Success' pathways:

Although we have adopted a curriculum framework that is based on the National Curriculum, we make it flexible using our three 'Branches to Success' (detailed below) which allows us to weave together areas of the curriculum that are appropriate for students' personalised aims. Our branches facilitate a challenging and aspirational curriculum that is relevant to the outcomes for the individual as well as being engaging and interesting.



# Study Ready Branch

This curriculum branch is designed for students who are likely to be on the journey to further education.

## Intent

For students to reach their full academic potential whilst learning valuable life skills. By the end of KS4, students are ready to build on their skills and knowledge by taking further qualifications to enable them to achieve their aspirations. To be responsible citizens who have developed self-regulation to support positive mental health and healthy relationships.

## Implementation

To use the National Curriculum and statutory assessment to deliver a full and challenging curriculum covering a range of subjects. Accreditation can include GCSE, BTEC and Functional Skills in combination with each other. A broad, balanced and exciting curriculum with a focus on the core subjects, PHSE, and subjects of particular interest for further academic study.

## Impact

To have independent, happy and aspirational young people who have secured a college place to further them on their pathway to academic study or employment.

# Work Ready Branch

This curriculum branch is designed for students who are likely to be on the journey to a job or specific career pathway.

## Intent

To maximise opportunities for students to build independent lives developing advocacy, positive mental health and employability. To provide core literacy and numeracy along with selected relevant additional curriculum areas chosen from the Study Ready curriculum map or ASDAN courses. To make links with colleges, employers and other relevant post-16 providers which will build on life and employability skills.

## Implementation

To use an adapted National Curriculum and statutory assessment, at Primary or pre-key stage level if appropriate, delivered in a thematic or project-based way linking content together that is relevant to the student's interests and desired career. The curriculum will be personalised to the individual's capabilities. A strong emphasis placed on functional maths and English, employability, independence and executive functioning skills.

## Impact

To have independent, happy and skilled young people who have secured an apprenticeship, vocational college place or employment in their area of interest.

# World Ready Branch

This curriculum branch is designed for students who are working towards being independent and developing important life skills.

## Intent

To empower students, providing them with opportunities to make progress towards living an independent and fulfilled life. To ensure students with complex educational, social, emotional and mental health needs maintain progress towards their individualised goals. To ensure students know how to keep themselves safe.

## Implementation

To use an a stimulating, thematic curriculum developed around the student's EHCP outcomes. Students may be able to access some functional numeracy and literacy. Emphasis placed on developing life skills and looking after their own physical and mental health needs. In KS4, students may be working towards ASDAN and/or or functional skills qualifications.

## Impact

To have happy, secure and empowered young people with increased independence, communication skills and understanding of living within the wider community.

### Teaching delivery and resources:

We deliver the vast majority of our lessons in group sizes of one qualified teacher to three or four students. Exceptions to this ratio are during P.E. sessions, outdoor learning sessions or assemblies/gatherings where all students will come together as a community. Research suggests that 1:3 or 1:4 is the optimum group size for most effective and impactful learning and particularly benefits lower attaining students (Laughlin, 2006, see also Education Endowment Fund research) .

In order to sequence teaching effectively, we make use of high-quality schemes of work and resources to deliver our curriculum. These include but are not limited to:

- White Rose Maths
- Pearson ‘Exploring Science’
- Life Lessons for RSHE and Personal Development
- CGP publishing for study and revision skills
- ASDAN
- Pearson Edexcel Kaboodle for Humanities

More detail about the content of our schemes of learning can be provided on request or found on our website, [growschool.co.uk](http://growschool.co.uk) .

### Assessment and Reporting:

|                | Diagnostic Assessment  | Formative   | Summative Assessment   | Standardised Assessment            | Portfolio   | Observational Assessment                          |
|----------------|--|---|--|------------------------------------|---|---|
| <b>Purpose</b> | Initial Benchmarking to identify working level for core subjects | Identify misconceptions and gaps in learning – will inform IEP and ongoing planning | To inform IEP targets and inform future planning – plan, do , review | Objective evaluation Qualification | Evidence practical learning and celebrate success     | Evidence practical learning and celebrate success |
| <b>Method</b>  | GL assessment<br>IDL assessment<br>Phonics Assessment            | Teacher observation   | Paper/online assessment<br><br>White Rose Maths                      | GCSE<br>Functional Skills<br>BTec  | BTec<br>Practical and project-based learning e.g. Art | BTec<br>Experiential learning                     |
| <b>When</b>    | On entry- within first half term                                 | Ongoing   | Termly<br>Yearly   | As necessary e.g Y11               | As necessary - ongoing                                | As necessary<br>E.g, Btec end of unit             |

### Spiritual, Moral, Social and Cultural Development (SMSC)

In our school we plan and provide effectively in order to develop pupils’ spiritual, moral, social and cultural awareness. This can be seen in more detail through our SMSC policy.



Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

Whilst SMSC is integral to all aspects of our curriculum, PSHE and RSE make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions.

Grow builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism/extremism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

Each pupil's Personal, Social, Health, Economic and Relationship and Sex education informs all aspects of the school day. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain.

We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society.

### Relationships and Sex Education

The School provides Relationships and Sex Education as discrete lessons in all Key Stages. As with all teaching at Grow School, students are taught RSE at a level appropriate to their emotional and cognitive development.

We take into account professional assessment, stage of emotional development, the pupils' history and family background, and work closely with parents/carers to ensure the pupil is in the right learning environment, learning the required content at the time that they are able to engage and understand it in order to achieve the best outcomes for that pupil.

This is done on a case by case basis. All pupils will receive RSE, however parents/carers have the right to withdraw their child from non-statutory parts of the programme. The scheme of work for the school's Relationships and Sex Education is available to parents. It forms a key part of the Personal, Social, Health and Economic Education (PSHE) course and has regard for the government's guidance in Relationships and Sex Education (RSE and Health Education Sept 2021).

### Political education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced and presented in a balanced manner. The School will monitor the curriculum, external visitors, extra-curricular provision etc. to ensure that the pupils receive a balanced view and are not being exposed to extreme views or ideas. In addition to this, pupils experience a live and real democratic process through our self-created 'Pupil Parliament' program which is based on the processes within the UK democratic system.

### Children with Special Educational Needs and Disabilities (SEND) including Pupils with an Education, Health and Care Plan (EHCP):

Our curriculum is designed to provide access and opportunity for all children in the school. Where a pupil has a special or additional need, our school complies with all legislative and best practice requirements to meet these individual needs.

If a pupil has an emerging need, the school team around the child makes an assessment of this need and in most instances is able to provide resources and educational opportunities, which meets the pupil's needs within the teaching group and wider school community. If a pupil's need becomes more severe, consideration is given to involving appropriate external agencies.

As a very small school with high teacher to student ratios, we are in an excellent position to address the unique needs of each pupil. With a flexible curriculum we are able to tailor the curriculum for the benefit of each individual. We do this by:

- Providing for pupils who need help with communication.
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences.
- Planning for pupils' full participation in learning and in physical and practical activities.
- Helping pupils to regulate their behaviour effectively and safely and, at Key Stage 4, to prepare for adult life.
- Helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning.
- Regularly communicating with parents/carers about the evolving needs of the student.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

### Expectations of Staff

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 SEN
- 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.

### Monitoring and evaluating our curriculum

When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other organisations;
- the views of our pupils, parents and staff.

The Headteacher and the senior leadership team monitor the way subjects are taught by:

- Encouraging open discussion between professionals so that critical feedback, honest conversations and sharing of good practice is the cultural norm
- Observing teaching and learning and providing clear feedback to teachers
- Participating in lessons to see more effectively from the students' perspective
- Teaching alongside other staff members to see more effectively from the staff's perspective
- Evaluating evidence with the whole staff team to build a whole picture of the quality of content and delivery

The subject lead will have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the headteacher. At every review, the policy will be shared with the full governing board.

### Qualifications offered

We offer qualifications in the following, this list will grow and adapt depending on our students chosen career and life plans:

- GCSE Maths;

- GCSE English;
- GCSE Science Double Award;
- GCSE Art;
- GCSE History;
- GCSE Geography;
- GCSE Computing;
- GCSE P.E;
- GCSE Dance;
- GCSE Spanish;
- BTEC Hair & Beauty;
- Entry Level to Level 2 Arts Award;
- NOLA (National Outdoor Learning Awards);
- ASDAN Gardening Short Course
- ASDAN Science Short Course
- ASDAN Personal Development Bronze, Silver & Gold Award
- ASDAN Horticulture Short Course
- ASDAN Animal Care Short Course