

Curriculum Policy – Primary

Embleton View

Introduction

Embleton View offers person-centred packages of education and support for pupils, which include therapeutic support. We work with pupils who find themselves marginalised from conventional schools and other specialist schools because of their behaviour, vulnerability or other challenges. They may be permanently excluded or simply disengaged. All have special educational needs (SEN), including social, emotional and mental health needs (SEMH) and or autistic spectrum disorder (ASD). Often, they have challenging home circumstances which can affect their capacity to engage and develop within conventional learning environments.

Our Vision

Embleton View strives to provide an outstanding provision through delivering a person-centred curriculum and therapeutic approach.

Our Ethos

Supporting pupils in overcoming barriers to learning and life. We believe our School should nurture all individuals in their journey to achieve their full and unique potential. We are committed to developing a safe and stimulating learning environment that enables our pupils to become responsible citizens and lifelong learners. We welcome pupils from all backgrounds and value their different experiences, interests and strengths, which influence the way they learn and develop as people.

Our Aims

Embleton View provides full-time education to pupils with SEMH, ASD and other forms of SEN. We work in partnership with placing local authorities, therapeutic professionals, and other schools, collaboratively contributing to achieving the following objectives for our pupils:

- Improve outcomes for children and young people
- Ensure all pupils are in an education setting that best suits them
- Enable all pupils to achieve their potential
- Ensure all pupils are safe and feel safe

Our Curriculum

Embleton View's curriculum is a thematic curriculum which is designed to enable pupils to have a balance between academic subjects, practical subjects, creative learning, play-based learning and experienced-based learning. Embleton View implements a person-centred curriculum to meet our pupils' needs. The intent of our curriculum is to 'Prepare our pupils for adult life'. In order for pupils to achieve our curriculum intent, we believe that pupils need to learn about relationships in all capacities therefore 'Relationships' is the 'Golden Thread' within our curriculum, weaved through all subject areas.

To meet the needs of our pupils, we have implemented timetables which put a high emphasis on the social and emotional development of our pupils. The pupils have social skills, self-regulation and Thrive Approach sessions as well as PSHE topics as a priority within the timetable. Each term's learning is driven by a thematic approach, led by a particular subject area. This allows for a whole school approach, which enables an area of commonality of conversation between different peer groups and gives opportunity for increased social skills practice.

We strongly believe our pupils benefit greatly from a consistent lead Learning & Development Coordinator (LDC) for core subjects and some non-core subjects. We see it as vital that our pupils build positive, trusting relationships with staff to then be able to access the curriculum successfully.

At Embleton View we offer the following subject to our pupils:

- Maths
- English
- Science
- Geography

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- History
- Design Technology
- Art and Design
- PSHE – Citizenship
- Computing
- Independent Living Skills
- PE
- Outdoor Education

Due to gaps in our pupils' learning, we teach all core subjects to the appropriate academic age that is best suited to their learning needs. We see this as an effective way to close prior learning gaps and support our pupils in making the best possible progress according to their learning needs. Due to prior learning gaps, we have also identified key weeks of the academic year which we call 'Intervention Weeks'. These weeks will be used to support pupils to bridge gaps on subjects they need additional support with.

Although we have adopted this approach within our core curriculum delivery, we maintain that our pupils must experience learning topics that reflect their chronological age. All our non-core subjects address the appropriate learning outcomes according to their current key stage. This supports us in ensuring our pupils experience a cohesive and progressive curriculum throughout their time at Embleton View.

We embed cross-curricular links and enrichment opportunities within our curriculum. We hold a holistic approach when delivering teaching and learning and therefore encourage our pupils to take part in real-life learning opportunities in every subject where possible.

Key Stage 1 (Years 1-2)

The curriculum in KS1 is modelled on the topic/thematic-based programmes of study, which allows for a broad and balanced curriculum that covers the areas outlined in the National Curriculum. Pupils develop a respect and love for learning while acquiring the strong basic skills and knowledge that they need to continue their education. Pupils are active participants in their learning journeys. They develop the skills necessary to reflect on their learning, provide feedback to others and set goals. It is our intention to offer a full and well-rounded program in academic subjects. The curriculum is also both traditional and innovative and is supplemented by a variety of social and cultural activities.

Key Stage 2 (Years 3-6)

The curriculum in KS2 is also modelled on the topic/thematic-based programmes of study, which cover the areas outlined in the National Curriculum alongside pupils' areas of interest. We have high expectations for pupils, both academically and personally. The curriculum and the environment of KS2 are designed to support the academic, physical, and social and emotional growth of pupils within a structured person-centred and caring framework. The major goals of the academic program are to teach pupils to question, to encourage divergent opinions by considering alternatives to stereotyped patterns of thinking, and to encourage pupils to pursue independent research of thought-provoking issues, culminating in individual rational judgments. Academically, pupils are expected with ongoing support and intervention to master skills and content, to become more inquisitive and analytical, to develop research and technology skills, and to organise and present their learning in verbal, written, and digital forms. Socially, pupils are supported to become more tolerant and understanding of others and of the larger world around them, to gain greater respect for themselves and for others, and to participate actively in the community.

Embleton View ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. While the following is not intended to be prescriptive in the way the school organises its curriculum, it does illustrate the expected experiences provided by our school in the following areas:

Linguistic

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, and reading. This includes phonics screening checks at the beginning and end of Key Stage 1. Additionally, there is further monitoring and the implementation of phonics 'Keep-up or Rapid Catch-up' sessions for pupils who need further support throughout Key Stage 2 as well as writing and speaking and listening opportunities and assessments. Embleton View is

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determined that all pupils will become confident and fluent readers. Learning is sequenced to develop a pupil's confidence and targeted support is quickly given for any pupils falling behind.

Mathematical

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion, with the aim being effective retention of mathematical knowledge, concepts and procedures. Mathematical learning is carefully sequenced, and our curriculum aims to build a link between abstract mathematical ideas and practical problem-solving.

Scientific

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments, beginning to understand variables and fair testing, and recording their findings.

Technological

Skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and Social

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.

Physical

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and Creative

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical responses. Pupils are encouraged to demonstrate their learning in a variety of ways with regular musical and drama events throughout the year, including: school productions, remembrance events, family showcases, recitals, music festivals, poetry and literacy events.

Culture Capital

Many of our pupils arrive at the school with very little experience of the world outside or of activities which can be available to them. As a school, we encourage our pupils to take risks and learn from their experiences in new environments, which are all managed and risk-assessed accordingly. The breadth of new places and experiences increases confidence and self-esteem amongst our pupils, so they develop into enquiring minds who love a challenge. The value added to their education comes from the generalisation of the skills learnt both socially and in sessions in school and outside of the school in everyday life. By providing our pupils with improved experience-based activities, we improve their self-awareness and self-esteem, therefore improving their outcomes and creating opportunities for them to be successful.

Educational visits

The curriculum offers a series of educational visits that deepen pupils' understanding of the world around them. Our experience is that children forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences. These include both day and residential visits that relate to our curriculum. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety: the venue is visited if required, risk assessments are completed, and various permissions are obtained. Parents and carers are informed, and their permission is obtained before the visit takes place.

Co-curricular Activities

The school has an extensive program of activities that takes place outside the formal curriculum and during a designated time of the day to enhance the opportunities and develop the skills of all pupils. The program of activities is designed to ensure that pupils of all needs and abilities will have access to a wide range of co-curricular opportunities. All pupils have the opportunity to develop existing interests and nurture new ones through a variety of enrichment activities. These reflect the talents and interests of the staff and pupils, while some will also involve the input and expertise of external specialists.

Spiritual, Moral, Social and Cultural Development (SMSC)

Through the curriculum and co-curriculum, we nurture the spiritual, moral, social, emotional and cultural development of each pupil as well as their intellectual and physical growth. Pupils are encouraged to strive for academic excellence and a spirit of

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open and shared enquiry, while developing their individual potential and qualities of character so they can make a positive contribution to the world, aligning with our school vision of 'Preparing Pupils for Adult Life'.

Children 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. In doing so we positively promote the British core values. In addition, our school:

- leads children towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity
- enables children to gain insights into the origins and practices of their own culture and heritage, and into those of the wider community
- takes steps to ensure the pupils appreciate racial and cultural diversity and avoid and resist racism, and ensures that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology (including social networking sites), substance misuse, knives and gangs, personal relationships and personal safety
- enables pupils to develop their self-knowledge, self-esteem and self-confidence; especially through taking on responsibilities in school and through taking vocational examinations, as well as taking part in performances of Music, Dance and Drama
- encourages pupils to accept, understand and take responsibility for their behaviour, show initiative and understand how they can contribute to community life
- provides children with a broad general knowledge of public institutions and services in England
- assists pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions
- encourages pupils to respect 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 precludes the promotion of partisan political views in the teaching of any subject in the school.

For more details on how our school promotes SMSC and prevents extremism, please see our: *SMSC and Preventing Extremism and Radicalisation Policies*.

Personal Social, Health and Economic Education (PSHEE) and Citizenship

Our PSHEE curriculum is a priority within Embleton View, it reflects the school's aim and ethos in that it promotes children to be confident open-minded and compassionate individuals, who can flourish in a global society. We aim for our pupils in an age-appropriate way to understand and appreciate the range of different cultures and faiths in modern democratic Britain and prepare them for engagement with public institutions and society at both national and local level. Our PSHEE Curriculum also fundamentally encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. (These include: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.) We enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic society. The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner. Please refer to our PSHEE and Citizenship Policy. Each pupil's Personal, Social, Health, and Economic 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 to enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We promote emotional and social literacy through all curriculum subjects and specific intervention through our ELSAs.

Relationships and Sex Education (including Health Education)

Relationships and Sex education is guided by moral principles and pupils are taught to recognise the values of family life and the range of relationships which they develop in all capacities. The policy for the school's Relationships and Sex Education is available to parents. It has regard for the government's statutory guidance on Relationships and Sex Education. In accordance with the law, the biological aspects of human reproduction remain compulsory for all children, but parents may withdraw their children from any other part of the sex education provided without giving reasons – which can only be granted by the Headteacher.

Thrive Approach

The Thrive Approach underpins our school's therapeutic approach, it draws on insights from neuroscience, attachment theory and child development to provide a powerful way of working with pupils that supports optimal social and emotional development. *Embleton View is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

development. In addition, the approach equips the school team to work in a targeted way with pupils who may have struggled with difficult or traumatic life events, to help them re-engage with life and learning. We embed the Thrive Approach within our teaching and learning practice utilising arts, outdoor education, and our personal and social development curriculum areas.

Our Curriculum aims:

- to learn about relationships in all capacities in order to enable them to become an active citizen in their community
- to enable all pupils to learn and develop their skills to the best of their ability
- to enable all pupils to produce high-quality work they are proud of
- to promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid basis for lifelong learning
- enable pupils to be creative and independent thinkers and learners
- to teach pupils about their developing world, including how their environment and society have changed over time
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong
- to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to ensure all children are being prepared for their next stage of education at each stage of their learning
- to ensure pupils develop self-respect, with a proper sense of self-esteem, taking responsibility for the general welfare of their peers as appropriate
- to secure personal and social development

Implementation:

The way in which the curriculum is delivered and taught is critical to outcomes and the success of our pupils.

At Embleton View, we have a focus on high-quality teaching, as high-quality implementation depends on LDCs having an expert knowledge of the subjects that they teach and a creative thought process to deliver it. There is a focus on demonstrating and applying learnt knowledge and skills. LDCs will set curriculum content into real life thematic contexts, with the consideration of each pupil's needs, showing how the skills learnt form an essential part of our daily lives, linking subjects together such as Science, Computing, Maths and English. The Curriculum content for each subject area incorporates the National Curriculum. This is to be supplemented by appropriate materials and resources relevant to the abilities of the pupils.

Our LDCs at Embleton View will:

- Use clear, sequenced planning to ensure content is taught and delivered in a way that allows knowledge to be connected with prior learning, with consideration of pupils' needs and in a way that the endpoints of each unit of learning are clear.
- Ensure that taught content is made visible through clear learning intentions with defined outcomes and success criteria (which can be written or verbal).
- Teach high quality sessions which incorporate time for retrieval, instruction, practice and application of knowledge and skills.
- Facilitate opportunities for pupils to engage collaboratively with their peers as well as working independently.
- Make explicit links to prior learning so that pupils can build upon this and design opportunities for repeated exposure to new learning, using different models and representations so that the learning becomes secure.
- Demonstrate how pupils' errors can be used as learning points and ask pupils to share their thinking through these.
- Unpick and explore misconceptions that arise during the session and plan opportunities to address these using hinge questions to assess understanding.
- Provide high quality feedback to all pupils which supports the development of their understanding or addresses misconceptions.
- Be responsible for monitoring, recording and reporting.
- Be responsible for identify gaps in prior learning and implement appropriate interventions on a daily basis and within identified 'Intervention Weeks'.

LDCs will monitor the progress over time of a pupil through all of the following:

- Formative and informal assessment. Utilising GL Assessments (CAT4), Little Wandle Letters and Sounds, Thrive Approach assessment tool and assessment against the National Curriculum objectives.
- Practical work – this provides an excellent opportunity to evaluate specific skills and competencies linked to the specification and in a broader sense.
- Through engagement with the Senior Management Team (SMT) and members of the Therapy Team, LDCs should be able to demonstrate an understanding of the strengths and weaknesses of their pupils and what steps they are taking to reduce any gaps in knowledge and skills.

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- Focusing on literacy and numeracy – do pupils understand the importance of correct spelling, syntax and the cogency in communication of information; do pupils understand the importance of wider reading, developing a broad vocabulary and read outside of their immediate specification; do pupils understand the methodology and basic rationale of the mathematical techniques they are taught.
- Understanding pupils' strengths and weaknesses in the class and using differentiation strategies and interventions, ensure that all pupils are appropriately supported and challenged.
- Ensuring that learning objectives are linked to the long-term and annual outcomes identified in each pupil's EHCP.
- Ensure that pupils understand connections between elements of the specification, build on prior knowledge, and unpick assumptions.
- Examine and scrutinise pupils' work to ensure that they are kept in a neat, logical way, developing a sense of pride at one's own progress.
- Through discussions with the SMT and other team members, be able to explain at what point a pupil is in their attainment of knowledge of skills, and what they must do to fully grasp all the principal concepts involved.
- Discussions with pupils about schemes of work and other long-term curriculum planning to better understand where improvements can be made.

Homework

We recognise the importance and value of homework as an extension and consolidation of classwork. Homework can also stimulate creativity, critical thinking, and the awareness that learning can take place outside of the classroom. Homework assignments can be varied in line with the competency of the pupils. Please see our homework policy for more details.

Remote Learning

In instances where Embleton View is unable to provide on-site education to groups or all of our pupils, we have procedures in place to ensure we can offer a remote curriculum with minimal disruption to pupil's learning. We recognise the challenges of learning from home on both pupils and their families and as such, we support families in accessing remotely with regular contact, including video conferencing sessions where appropriate. For more details, please see our Remote Learning Policy. Additionally, the school may make adjustments to our proposed curriculum based on our assessments of pupils' learning progress to address gaps in knowledge and skills as a result of pupils having to learn remotely.

Impact

The impact of the curriculum is often difficult to measure when taken as whole, but outcomes in terms of progression made from entry to leaving the school is possible alongside normative and summative assessments regarding the progress of the pupils on their learning journey. Summative assessment is particularly important in determining long-term progress. Thus, to evaluate the impact of the curriculum, the SMT and LDCs use a combination of different techniques within school, inclusive of but not restricted to:

- Work and book scrutiny
- Pupil feedback
- Parent feedback
- LDC's self-evaluation
- Learning walks
- Session observations
- The characteristics and behaviours demonstrated by pupils in all settings within school
- Social and Emotional Development evidenced through Thrive Approach assessment

Curriculum Review

The curriculum is regularly reviewed to take into consideration changes in The National Curriculum where appropriate. The school runs the curriculum through the SMT. Integral to the role of the SMT is to:

- Review the curriculum for quality, balance, sequence, cohesion and relevance
- Ensure the curriculum is ambitious for pupils and meets their needs
- Set standards that LDCs should enforce
- Discuss changes to the curriculum in terms of the addition of new subjects
- Check the structure of LDCs curriculum, including work scrutiny and session observations
- Ensure appropriate interventions are in place to meet pupils' needs
- Ensure that the curriculum is congruent with school's vision
- Review outcomes from Work Scrutiny

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- Consult and seek advice from the school Proprietors and school Advisory Board when looking to implement change.

English as an Additional Language (EAL):

At Embleton View, our pupils speak a wide variety of native languages. As such, we are committed to providing pupils with English as an additional language the necessary support to fully access our curriculum. Where this is required, an appropriate programme will be implemented.

Communication with Parents and Carers

Parents and carers have a fundamental role to play in helping pupils to learn and develop as individuals. LDCs and administrators provide advice to parents and carers about the progress of pupils in their studies at school and about options for the next school, if applicable. We do all we can to inform parents and carers about what and how their children are learning by:

- holding parents' evenings to explain our school strategies
- holding annual EHCP reviews
- providing current information about the topics of study to parents as part of termly reports
- sending regular reports to parents and carers in which we explain the progress made by each pupil and in which we indicate how the pupil can improve further
- explaining to parents and carers how they can support their children with educational development and social and emotional development
- being available through email correspondence and telephone communication.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We expect parents and carers to:

- ensure that their child has the best attendance and punctuality record possible
- do their best to keep their child healthy and fit to attend school
- inform us if there are matters outside of school that are likely to affect the child's performance or behaviour at school
- promote a positive attitude towards school, staff, and learning in general.

Transition Support

We ensure all children are prepared for their transition into school and their next Key Stage. For new pupils we implement a 4-6 week transition process which involves home visits, parent and pupil visits into school and planned days learning in school in order to develop relationships with other pupils and the staff team before becoming full-time pupils at school. For pupils moving onto their next Key Stage, we have several transition afternoons each year, where children spend time with their new LDC where they have taster sessions and participate in team building activities in order to develop trusting relationships.

Careers Guidance

At Embleton View, we provide explicit, age-appropriate careers guidance to all pupils in years 5 and 6, which looks at career pathways which may be of interest to them in the long term. We recognise the importance of having goals and aspirations to work towards throughout secondary school and beyond. Our careers education enables pupils to make informed choices by understanding their strengths and weaknesses and how their interests can relate to the world of work, exploring different careers and opportunities. Our careers guidance is presented in an impartial way, with particular emphasis placed on staff avoiding stereotyping job roles to specific genders. This includes through the learning materials we use. We also avoid favouritism towards a particular education or work option.

Concerns and complaints

Parents and guardians who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's class LDC. If the issue is not resolved, parents and carers should contact the Headteacher. The school has a Complaints Procedure in place, which is available to parents, carers and pupils.

Legal Status

Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Applies to:

- The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours.

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- All staff (teaching, support and admin staff), students on placement, the Proprietors, agency staff and volunteers working in the school.
- Visitors and contractors accessing the site.

Availability

- This policy is made available to parents/carers, staff and pupils as a hardcopy upon request from the school office.




Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.

The Headteacher and/or the Proprietors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Related Documents:

- Therapeutic Intervention Policy
- SMSC Policy
- British Values Policy
- RSE Policy
- **All subject policies**
- EAL Policy
- Culture Capital Policy
- Educational Visits and Off-Site Activities Policy
- Online Safety Policy
- Behaviour Management Policy
- Anti-Bullying (Countering Bullying) Policy
- Special Educational Needs Policy
- Safeguarding and Child Protection Policy
- Assessment Policy
- Remote Learning Policy

		
Graeme Turner (Proprietor)	Anna Turner (Proprietor)	Craig Bell (Proprietor)
Date: March 2024	Date: March 2024	Date: March 2024

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