

Curriculum Intent

We want all pupils to develop the confidence, skills and values needed to live happily and independently; contributing to society as respectful citizens with a strong sense of belonging to their community.

The overall aim of the curriculum is to enable all the young people at Groveside School to become

Responsible Learners, Resilient Individuals and Respectful Citizens.

RESPONSIBLE LEARNERS

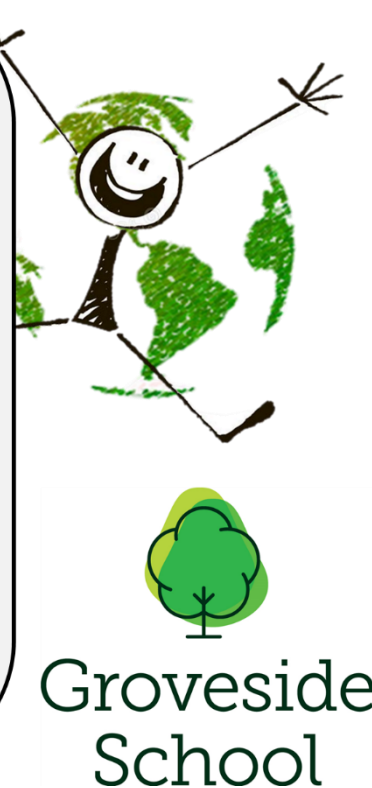
Always doing your best

RESILIENT INDIVIDUALS

Developing social skills, understanding and resilience

RESPECTFUL CITIZENS

Creating and maintaining positive relationships and following community expectations



Groveside School is a nurturing and therapeutic learning environment at the heart of its wider community. We believe in the holistic care of our pupils - setting, respecting and expecting high standards in all aspects of school life.

Our curriculum embraces all that is learnt through the school, whether in lessons, or as part of informal learning within and beyond the school day. It includes not only the aspirations of the National Curriculum, but also a wider range of activities offered in order to enrich the experience of our pupils. What our pupils learn from the way they are treated and expected to behave is at the core of our curriculum

At Groveside school, we teach our pupils how to develop into positive, responsible people who can work and co-operate with others while developing their knowledge and skills, so that they can achieve their full potential.

A Quality Education for ALL

Curriculum Implementation

Our curriculum is designed to promote the intellectual, personal, social, physical, therapeutic and cultural development of pupils. It includes the formal programme of lessons and the informal programme of enrichment activities. The curriculum is also designed to robustly ensure that pupils gain experiences in the following areas of learning linguistic, mathematical, scientific, technological, human and social, physical and creative as well as providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC) and cultural capital.

We ensure that each individual is able to pursue subjects they wish to study, focus on life skills throughout the curriculum where SMSC runs through and alongside everything that we do. The creative and calming environment promotes inquisitive minds with a developed pastoral area that offers purposeful breakout, sensory and individual learning spaces. There is a holistic approach, embedding our therapeutic input, supporting social and emotional wellbeing.

Pupils develop confidence to tackle and understand those key life skills for success. This includes developing social communication and skills, emotional resilience and an understanding of themselves and others. We support and educate our pupils, so they are able to regulate their emotions and behave in a way that allows them to be successful in the future. We know that this will help raise self-esteem and lead to a more positive outlook on life, thus helping to ensure the best future outcomes.

Curriculum Offer

Core and Additional

A breadth of subject offers leading to a wide range of formal qualifications delivered through a curriculum that is imaginative, problem solving and expressive in its approach.

We take autonomy for our school curriculum and for the way we plan for and deliver learning centred around the aspirations of the National Curriculum.

Moving on

Training, development of skills and practical knowledge that may and can relate to occupation and employment

Therapy and Wellbeing

Individual and group interventions are offered and embedded across the curriculum with a structured, well-informed environment that is designed to support pupils' health and well-being at all times.

Experiences & Talents

Providing new and rich opportunities for pupils to have experiences and explore possibilities. Recognition and nurture of interests, ambitions and talents.
Opportunities to support and enrich.

Groveside Curriculum

We want ALL pupils to develop the confidence, skills and values needed to live happily and independently; contributing to society as respectful citizens with a strong sense of belonging to their community

Living Values – Kindness, Friendship, Honesty

Learning Values – Responsibility, Resilience, Respect



be **SAFE**



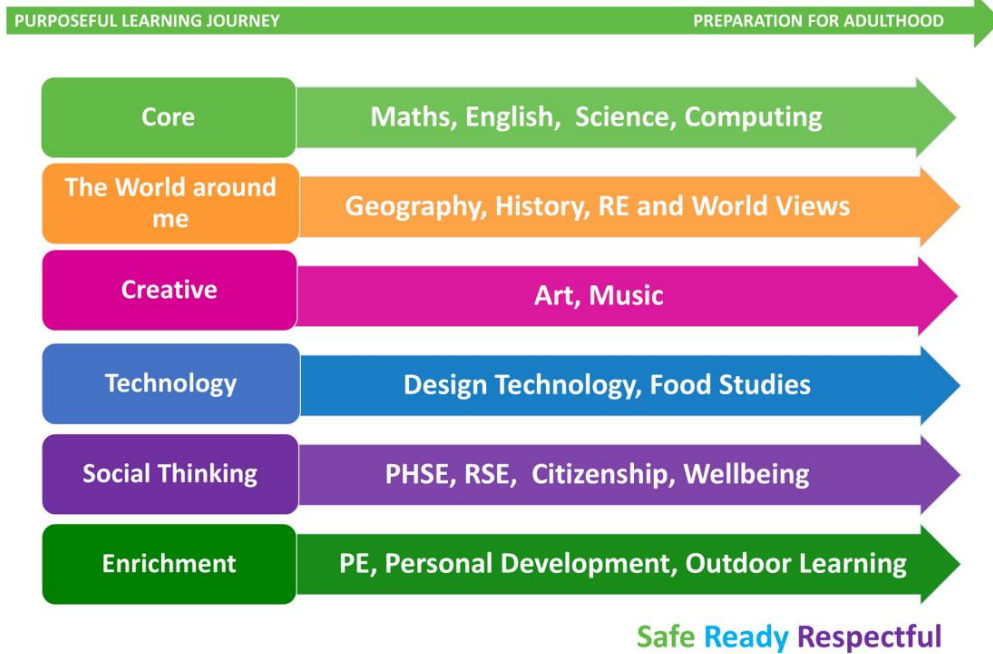
be **READY**



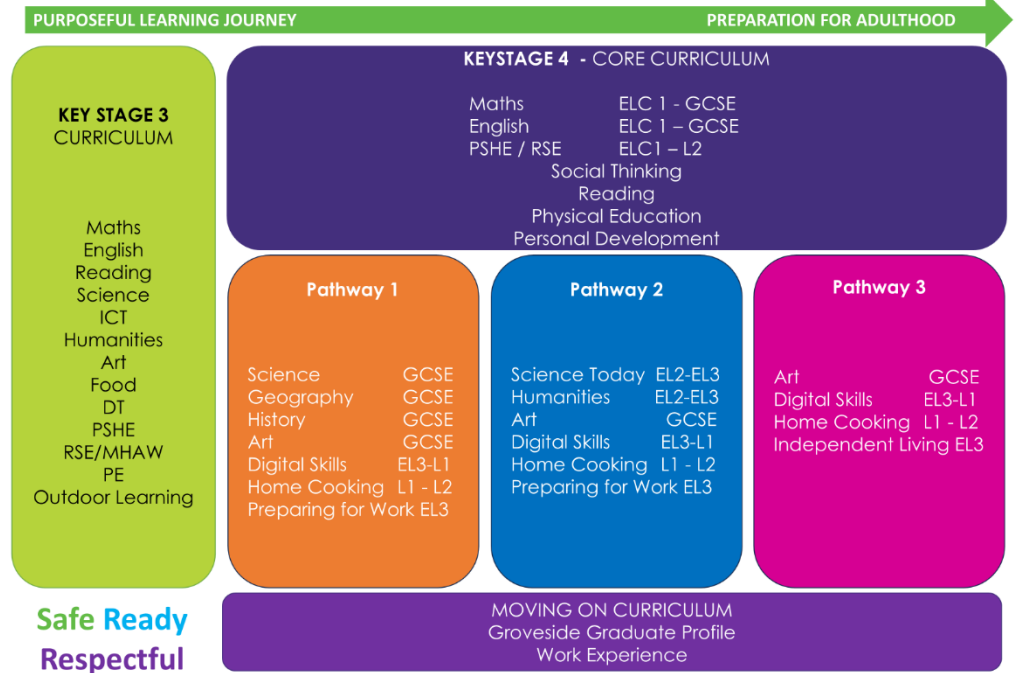
be **RESPECTFUL**

Quality of Education Curriculum Overview

Primary - Our Curriculum



Secondary - Our Curriculum



Quality of Education
Curriculum Overview

Key Stage	Curriculum Offer	Linguistic	Mathematical	Scientific	Technological	Human & Social	Physical & Aesthetic	Creative
Key Stage 2	Core and Additional Core (English, Maths, Science, Computing), The World Around Me (Humanities and RE), Creative (Music & Art) Technology D&T, Food) PE.	x	x	x	x	x	x	x
	Wider Curriculum Outdoor Learning, Therapeutic Learning, Social Thinking (RSE, PHSE, Citizenship and Wellbeing)	x	x	x	x	x	x	x
Key Stage 3	Core and Additional English, Maths, Science, Social Thinking, PHSE, Humanities, Incredible Futures (careers), Art/DT, PE, Digital Skills, RE, Outdoor learning	x	x	x	x	x	x	x
	Unit Awards/Functional Skills Maths, English, Science, Incredible Futures (careers)	x	x	x	x	x		x
	Wider Curriculum Personal Development, PE & Fitness, Boxing, Music.	x	x	x		x	x	x
Key Stage 4	GCSE English, Maths, Science, History, Geography, Art	x	x	x	x	x	x	x
	Functional Skills / BTEC English, Maths, Digital Skills, Home Cooking Skills	x	x	x	x	x		x
	Pathways Preparing for Work, Independent living, Humanities, Science Today, IT Users	x	x	x	x	x	x	
	Wider Curriculum Personal Development, PE & Fitness, Careers, Music and Drama	x	x	x		x	x	x
Enrichment	Therapeutic Learning, Music, Enterprise, Sport, Walking, Social Thinking, STEM, Outdoor Learning, Personal Development	x	x	x	x	x	x	x

Progression and Assessment

What Curriculum is being taught?	Purpose of offer	Assessment Tracking Tool	Unit of measurement used to track progress	Arrangements for Monitoring Quality
Full Curriculum based on the aspirations of the National Curriculum	- Core Education, compliance with national expectations and subject coverage, promoting British Values SMSC and RSE.	Evidence for Learning Groveside Progress Steps		There are robust monitoring arrangements, which is led by the SLT working with subject leads, this includes: ● Termly Moderation of Curriculum and pupil progress ● Termly Moderation with pupils ● Termly learning walks ● Triangulated professional meetings with teachers' (lesson visits, assessment review and book scrutiny) ● Curriculum Reviews submitted to Quality of Education lead.
BTEC, GCSE, Functional Skills, ELC, Pathways and Unit Awards	- Providing pupils with tailored outcomes and experience in a subject area of interest, choice, relevant to their individual pathways. - Vocational/Academic qualification - Providing pupils with a vocational education/outcome in a key subject - Qualification	Evidence for Learning Groveside Progress Steps	% Course Completed within a defined Level and personalised Flight Path	
Careers	- Tailored careers programme to meet the needs of our pupils from KS2 KS4	Incredible Futures Unit awards Groveside Graduate Profile	Unit Award and profile completion	
LOTG	- Supporting pupils with key life skills outside of a setting, promoting independence, communication and team building. - Promoting health & well-being by recognising the importance of learning outside and being outside.	NOLA: Teacher observations	Ongoing progress against NOLA objectives	

Groveside Progress Steps Progression

Groveside Progress Steps Flight Path Projections																						
	GPS 1	GPS 2	GPS 3	GPS 4	GPS 5	GPS 6	GPS 7	GPS 8	GPS 9	GPS 10	GPS 11	GPS 12	GPS 13	GPS 14	GPS 15	GPS 16	GPS 17	GPS 18	GPS 19	GPS 20	GPS 21	GPS 22
	Yr 3 BL			Yr 7 BL		Yr 9 BL		Yr 11 Final														
		Yr 3 BL			Yr 7 BL		Yr 9 BL		Yr 11 Final													
			Yr 3 BL			Yr 7 BL		Yr 9 BL		Yr 11 Final												
				Yr 3 BL			Yr 7 BL		Yr 9 BL		Yr 11 Final											
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	Pre-Entry Level						Entry Level					GCSE										
							EL1	EL2	EL3			1	2	3	4	5	6	7+				
												Level 1 Qualification							Level 2 Qualification			

How we assess other areas of development at Groveside School

Area	Assessment method
Relationships / Celebrations and Consequences	• Sleuth positive choices tracker • Attendance - isams • Impact of pastoral intervention E4L • Impact of therapy E4L
Attendance	• isams attendance monitoring • Half Termly meetings with Senior Leaders and Multi Disciplinary Team (MDT) • Termly meetings to agree 'Outstanding' and 'Most Improved attendance' for awards assembly
Reading Progression	• Lexia catch up intervention sessions • Accelerated Reader ZPD Progression • Star Reader Assessments Termly • Timetabled Reading for Enjoyment sessions • Little Wandle Phonics (for KS2) • KS3 Phonics programme • MyON – online reading and Lexia to support home learning • Spelling Shed – to support access to reading • SAST (Spelling) tests bi-annually
Reading for Enjoyment	
Spellings	
Numeracy	
Wellbeing / SEMH	• Motional SEMH progression assessment assessed termly. • Evidence for Learning to support IEP and PSP progression
Psychology and Occupational Therapy	• OFG In house Clinical Team • Baselines as required • Individualised interventions
Speech and Language Therapy	• Measured using informal baselines and assessments completed by SALT to review progress against individualised target areas • SALT reports completed for annual review detailing progress over the academic year
Music/Drama Lessons	• Individualised targets set by session leader