



Curnow School Whole School Curriculum Policy

Rationale:

The Curriculum at Curnow respects the right that each pupil will learn within an environment that is caring, supportive, stimulating, enjoyable and challenging. The curriculum design will inspire pupils to learn, make progress, prepare them for their next stage and secure breadth, depth, balance and relevance in its content. Impact will focus upon pupil's outcomes which includes their personal development, behaviour and welfare. To achieve this, Curnow School works collaboratively with multi-agency teams and parents to ensure pupil well-being needs are addressed/secured in an informed way acknowledging the paramount importance of these to each pupil.

The Curriculum will use whatever specialist techniques and teaching approaches, which may motivate, support the needs, or improve access of any individual pupil. The responsibility of finding a means of access to the curriculum for all pupils is a result of our stated intention to include, not exclude (Engagement, Explore and Discovery pathways). Teachers will therefore look at matching their teaching approaches to individual pupil's learning styles. Teachers are expected to make informed judgements regarding this through effective differentiation in relation to their own particular class groups. These judgements will be monitored through the school's self-evaluation procedures to ensure continuity of provision and quality for all pupils (lesson visits/learning walks/pupil progress data).

Throughout the age range our curriculum will ensure pupil entitlement, progress and achievement by promoting positive attitudes, values and relationships characterised by respect for everyone. By doing so, will enable all the children in the school to develop their personal characteristics, attitudes and values, to their fullest potential. Through such means we will develop pupil's British Values which ensure all learners at Curnow have a voice that is listened to. Through our school offer we will promote the development of Spiritual, Moral, Social and Cultural awareness through the ethos of the school as outlined within our school vision and values statement:



Our vision:

An Exceptional, Nurturing Environment with the Highest Ambitions for Learning.

Within the curriculum we will –

- Value the importance of a fun and creative curriculum and its role in supporting engagement and wellbeing.
- Provide a personalised curriculum journey which shapes opportunities for life beyond Curnow.
- Continually develop our knowledge and practice to enable us to deliver outstanding results for our learners.
- Work with families and carers to ensure learning is transferred beyond school to the home and community setting.



The school has developed a comprehensive range of policies and guidelines, which underpin our approach and our curriculum. The curriculum aims of each policy are agreed and shared by all members of the school staff, governors, parents, carers and other professionals as well as ensuring they continue to carefully match local and individual circumstances. To ensure our policies aims, values and consequent provision remain appropriate for our pupils we review with the Local Governing Body all documentation biannually. For all aspects of the curriculum there is a named

Subject/Champion Lead; the Subject Leader's/champions role is clearly identified in an agreed job description. Our documentation relating to these is available on the school's web site. The range of policies available includes the following:

- PSHCE (including Relationships/RSE and drugs education)
- English
- Maths
- Science
- ICT (Computing and Communication)
- PE (including swimming and outdoor education)
- Design Technology (including food technology)
- Art
- Music
- Work related learning
- Careers Education
- Business & Enterprise
- Religious Education (including collective worship)
- SMSC
- Promotion of British Values
- Modern Foreign Language
- History
- Geography

The school is currently organised across three sites (Upper, Lower and Karder); Upper (Year 6 to Year 14), Lower school (Reception to Year 5) and Karder (Reception to Year 2). There are clear values that run across all provisions to ensure consistently high expectations and through a whole school focus for subjects this ensures the curriculum across each department builds on the strengths of all pupils and reflects their specific needs. Through regular departmental meetings and moderation meetings throughout the term we ensure on-going discussions, decision-making processes and detailed review of current curriculum to ensure it continues to reflect the agreed aims and values.

Curriculum Intent:

At Curnow, we promote a caring and stimulating learning environment that gives positive encouragement to all, one which recognises and values the contributions of all members equally; this will be demonstrated throughout the school within all classes regardless of cohort of need/age of pupil.

The aims of our curriculum offer (Engagement/Explore/Discovery) are underpinned by reference to a set of basic principles; these principles ensure our curriculum:

- Motivates and inspires all pupils to learn which encourages all pupils to be active participants in their learning
- Is an inclusive curriculum that has the scope to answer the needs of all children within the school, and which celebrates all achievement
- Helps pupils acquire knowledge, understanding and skills in all aspects of their education
- Defines progression for the child in terms of skills, knowledge and understanding, as well as in terms of a range of experiences and contexts that broaden and remain age appropriate as children move through the school
- Engages learners; is informed, structured and relevant to meet the needs of all
- Is child centred and inclusive and is determined by stage *not* age

- Promotes opportunities for effective inclusion
- Recognises pupil achievements and aspirations/interests not reliant on experiences or pupil participation
- Secures all learning is incrementally structured (following robust baseline assessment) and informs, prepares for next steps/stages
- Enables all pupils to achieve his/her fullest potential through effective personalisation and differentiation
- Is responsive to the particular (and changing) needs of individual pupils (spikey profiles)
- Provides effectiveness in supporting the wide range of therapeutic/medical needs/services central to pupil learning and quality of life
- Enables all pupils to build on what they already know and acknowledges pupils different starting points setting challenging targets
- Prepares pupils for an adult life in which they have the greatest possible degree of autonomy
- Promotes an ethos of continual improvement
- Identifies appropriate measures to 'close the gap' if/as necessary
- Recognises/celebrates the individual needs and talents of each learner
- Enable pupils to express preferences, communicating needs, making choices and choosing options that other people act on and respect
- Promotes/facilitates the development of pupils intellectual, moral, physical, social, spiritual and creative capacities (SMSC)
- Identifies the links to the statutory requirements of the structured teaching delivery of the promotion of British Values
- Secures effective collaboration with parents/carers in agreed long term aims to support the educational and physical well-being of their child

We have designed our curriculum to ensure that it supports the cognitive abilities of our pupils and to ensure that the most important knowledge and skills are focused on and visited more regularly to ensure pupils make good progress.

We have identified and designed our curriculum in the following way:

- Core Curriculum – higher weighting within the timetable and visited more regularly, identifying these subjects as having the biggest impact on pupil outcomes. These subjects are:
 - Maths
 - English
 - PSHE/RSE
 - Physical Development (incl. PE)

To ensure we have breadth in our curriculum, support pupil engagement, interests and talents we also ensure all pupils access our:

- Understanding the World Curriculum, which includes:
 - Science
 - Design and Technology
 - Computing
 - Religious Education
- Creative Curriculum
 - Art
 - Music
 - Drama

Additionally, we have an Enrichment curriculum which has a week focus each term focusing on Culture and countries, Performing arts and a summer activity week. This ensures we have true breadth within our curriculum.

IMPLEMENTATION

Delivery: (Personalised Learning Pathways – Engagement/Explore/Discovery):

Pupils at Curnow School have a wide range of learning needs which include pupils with Profound, Severe and Complex Learning difficulties (PMLD/SLD) and those with complex autistic/communication related learning difficulties (SCD). Our curriculum is designed on the recognition of such cohorts and their fundamental learning needs (spikey profile); the curriculum will be tailored to be-spoke learning routes/pathways and associated plans to promote engagement within the teaching, learning and assessment process and the promotion of pupil well-being. The school will additionally use the outcomes of the EHC Plans to inform pupil provision.

The curriculum will become the 'vehicle' to secure effective provision regardless of individual needs as identified through our **Personalised Learning Pathways** which inform **Personalised Learning Plans**; through such means the school will identify the curriculum pathway to be pursued for all learners securing equality of opportunity.

At Curnow we have identified **Personalised Learning Pathways** to access the curriculum: 'pre-formal' (Engagement and Explore) and 'formal' (Discovery); each will be underpinned by robust assessment systems which identify pupil progress over time regardless of route taken.

We will maintain each pupil's entitlement to access the National Curriculum and incorporate all subjects found within it and include PSHCE, Work Related Learning, Careers Education, Information and Guidance and Business Studies; long term planning will identify the teaching delivery of each subject area. The focus of National Curriculum teaching will be on the development of pre-requisite key skills (key learning indicators) for each area securing relevance within structured teaching / learning sessions within the Discovery pathway.

Personalised Learning Pathways

Personalised Learning Pathways will inform provision; both routes secure equality of opportunity in relation to National Curriculum subject areas delivered/studied ('vehicle'). The purpose of the route taken will identify Individual **Personalised Learning Plans** securing pupil well-being needs are met and Education, Health, Care Plan (EHCP) outcomes addressed.

Curriculum access and Personalised Learning Route - (PLR)

At Curnow School we believe that all pupils should receive an equity in the curriculum offer that they receive. We also recognise that individual pupils needs and learning will require different approaches, focus and expertise to ensure that they make as much progress as possible during their time at Curnow School.

We have therefore developed three learning pathways, which will be identified in Key stage 1 at the end of Year 2.

The school works within the outcomes identified via pupils EHCP: cognition and learning, communication and interaction, social, emotional and mental health and physical and/or sensory

Engagement Pathway

L2L - (Pre-formal curriculum pathway)



Rationale

Pupils will have annual targets and short term (termly) targets for each area and outcome of the EHCP.

These targets will weave throughout the curriculum. The National Curriculum subjects will be used as a 'vehicle' to ensure pupils receive a broad, balanced and engaging offer for the pursuit of the short-term targets and outcomes.

Learning will focus on engagement through sensory and practical activities e.g. sensory story

Exploration Pathway

A2L - (Semi-formal pathway)



Rationale

Pupils will have annual targets and short term (termly) targets for each area and outcome of the EHCP.

Pupils will additionally have targets within the Core subjects of Maths, English and PSHE/RSE. The National Curriculum subjects will be delivered via a theme/topic.

We recognise that these learners will develop regulatory, emotional and social capabilities alongside key communication skills to engage in the curriculum and broader opportunities to fulfil their potential. We recognise that therapeutic support will be key to successful curriculum learning

Discovery Pathway

R2L - (Formal curriculum pathway)



Rationale

Pupils will have annual targets and short term (termly) targets for each area and outcome of the EHCP.

Pupils will additionally have targets within the Core subjects of Maths, English, PSHE/RSE and Physical development

The National Curriculum subjects will be delivered via a theme/topic focusing where appropriate on the development of skills but also to support the delivery of the short-term targets and outcomes.

Learning will focus on the development of skills through more formal activities e.g. timetabled phonics sessions

Wellbeing needs additionally inform daily provision with pupils having additional plans/programmes to support their individual needs and access to the curriculum where necessary. These plans may include: Wellbeing plans/profiles/ Sensory passports, Physiotherapy plans, **SALT** Communication plan, Vision/Hearing support, CAMHS support

Engagement Rationale (pre-formal):

Our provision at Curnow secures breadth and balance within curriculum experiences using the National Curriculum as the main 'vehicle' for learning to enable teachers to design bespoke target setting within pre-requisite skills for their learners; these learners will access the curriculum via the Engagement Pathway.

Pupils who access our curriculum using the Engagement pathway will have an ambitious and deliverable curriculum (pre-formal curriculum) which can be broader than the National Curriculum, one that is driven by individual pupil need and will inspire pupils to learn. Our pupils will, in many ways, be functioning at the very earliest levels of development regardless of their chronological age and will have additional physical difficulties and/or sensory impairments which must be taken into consideration; some may have medical or para-medical needs in addition to their learning difficulties.

Personalised learning is at the heart of our provision. Through the identification of **Personalised Learning Plans** where bespoke targets (which may include EHCP outcomes) and therapy plans are

infused into all aspects of provision as appropriate to the needs of the pupils. **Personal Learning Plans** will identify personalised provision and will be supported by relevant assessment routes; these routes will facilitate the school in measuring/demonstrating pupil progress over time. We will use EHCP outcomes as part of assessment tools for such cohorts of learners.

Personal Learning Plans ensure breadth, balance and relevance in pupil's education maximising impact upon pupils outcomes identified within their EHCP and through the plans/guidance received by multi-agency teams. The school will work collaboratively with such teams to ensure pupil well-being needs are addressed/ secured in an informed way throughout their school day. Many of our learners will rely on some form of adult support to enable them to interact with their environment, objects and people in a meaningful way.

Access and delivery:

The Curriculum is delivered via the class timetable. Class timetables will depict National Curriculum areas being addressed; individual pupil timetables will depict **Personal Learning Plans** being addressed; this will secure equality in our provision ensuring all pupils access the National Curriculum and focus of personalised learning leading to informed assessment (progress over time).

Explore Pathway (pre-formal)

In addition to their primary needs, pupils within this pathway may have complex communication, sensory, social and emotional needs. These factors may cause barriers to their engagement and access to the academic offer.

Access and delivery: The curriculum offered will include a combination of therapeutic and academic learning through accessible timetabling. Working with high expectations, we will support pupils to engage with the full curriculum but also recognise that at times pupils will need varying amounts of additional therapeutic support to access learning. Pupils will be supported by staff who are responsive to their needs and circumstances to ensure they offer an appropriately balanced and flexible approach to learning.

Pupils will access the National Curriculum with an emphasis on core subjects and the learning outcomes on their EHCPs. Progress is measured holistically through a combination of academic and therapeutic achievements. This includes engagement, readiness for learning, communication and social skills.

The provision for these pupils may take place in a variety of learning environments. These are appropriately stimulating, structured and well-organised to meet the needs of pupils.

Our aspirational aim is that over time we support our pupils to decrease barriers, increasing their access to positive learning experiences. Our pupils will meaningfully access the opportunities available to them with the functional communication, core academic and wellbeing skills that they need, enabling them to become as independent as possible and to be valued active members of their community.

Discovery Pathway (formal curriculum):

Our learners who access the Discovery Pathway as identified within their **Personalised Learning Route** will study National Curriculum subject areas. The school has examined the purpose of the National Curriculum and has determined through a rationale for each subject area how these will provide our learners with a broad, balanced, relevant and meaningful curriculum, one in which they will be able to acquire skills, knowledge and understanding of the subjects they study when they are cognitively ready.

It is additionally acknowledged that many pupils accessing the Discovery pathway will continue to require a provision which supports their fluctuating well-being needs – e.g. – sensory passports/wellbeing plans. Pupils **Personalised Learning Plans** and supporting assessment will inform their timetable/structure of the school day. Teachers will use these plans to ensure pupils continue to access such sessions across the school day which support pupil well-being/continuation of therapy plans as well as access to the National Curriculum.

National Curriculum (pre-requisite key skills)

The National Curriculum will be delivered to all pupils and used as a ‘vehicle’ to inform class timetables and promote learning/engagement. To ensure the National Curriculum provides meaning and relevance to learners within the **pathways** and assist pupils development of knowledge, understanding and key skills in all aspects of their education, pre-requisite key learning indicators have been identified for all subject areas (see below). A rationale for each key skill area has been identified to inform planning, teaching and learning.

Long Term planning identifies the teaching of subject areas and key skills (key learning indicators) being addressed across the school. The curriculum lead of the school alongside the curriculum subject co-ordinator will have the responsibility of ensuring such long term planning informs class practice to secure breadth and balance within our curriculum offer.

Curnow Curriculum – National Curriculum, Key Skills and Assessment overview

Subject Area	Key Stages	Curnow Key Skills (Rationale determined for each skill area to secure relevance within teaching/learning)	Assessment Source
Maths	1-4	<ul style="list-style-type: none"> - Number and place value - Addition and subtraction - Multiplication and division - Fractions - Measure - lengths and heights, mass/weight, capacity and volume, money and time - Geometry – property of shape, position, direction and motion 	<p>SPT bespoke framework</p> <p>Number</p> <ul style="list-style-type: none"> - Number and place value - Addition and subtraction - Multiplication and division - Fractions <p>Geometry and measure</p> <ul style="list-style-type: none"> - Measurement - Properties of shape - Position and direction <p>Probability and statistics</p>
English (inc phonics)	1-4	<p>Reading:</p> <ul style="list-style-type: none"> - Word Reading: Apply Knowledge - Comprehension: Attitudes to Reading - Comprehension: Understanding - Comprehension: Responding <p>Writing:</p> <ul style="list-style-type: none"> - Composition - Vocabulary, Grammar and Punctuation - Handwriting - Spelling <p>Spoken Language:</p> <ul style="list-style-type: none"> - Speaking - Listening & Responding - Group Discussion & Interaction - Drama 	<p>SPT bespoke framework</p> <p>Reading</p> <ul style="list-style-type: none"> - Word reading - Comprehension <p>Writing</p> <ul style="list-style-type: none"> - Composition - Vocabulary, grammar and punctuation - Transcription: spelling - Transcription: Handwriting and presentation <p>Spoken language</p> <p>English (appendices)</p> <p>Spelling Vocabulary, Grammar and punctuation</p>
PD	1-4	<ul style="list-style-type: none"> - Acquire and Develop - Extend and Improve - Evaluate - Engage - Knowledge and Understanding 	<p>B squared</p> <ul style="list-style-type: none"> - Physical competence - Physical activity - Competition <p>Healthy, Active lifestyles</p>
PSHCE	1-4	Relationships	B squared

		Living in the wider world Health and wellbeing	Relationships Living in the wider world Health and wellbeing
Science	1-4	Working scientifically <ul style="list-style-type: none"> - <i>observing</i> - <i>comparing</i> - <i>classifying</i> - <i>prediction</i> - <i>estimating</i> - <i>measuring</i> - <i>communicating</i> 	Curnow Bespoke Assessment <ul style="list-style-type: none"> - Biology - Physics - Chemistry - Working scientifically
Design Technology	1 – 4	<ul style="list-style-type: none"> - Design - Make - Technical Knowledge - Evaluate - Cook 	Curnow Bespoke Assessment <ul style="list-style-type: none"> - Creative, technical and practical expertise - Designing and making for users - Evaluating and testing ideas and products
Art	1-4	<ul style="list-style-type: none"> - Exploring and developing ideas - Investigating and Making Art - Craft and Design - Evaluating and Developing work Knowledge and understanding	Curnow Bespoke Assessment <ul style="list-style-type: none"> - Producing, exploring and recording - Technical proficiency - Evaluation and analysis - Artists, craft makers and designers
Music	1-4	<ul style="list-style-type: none"> - Performing - Composing - Appraising - Listening, applying knowledge and understanding 	Curnow Bespoke Assessment <ul style="list-style-type: none"> - Musical experience - Singing and musical creation - Music creation
Computing	1-4	<ul style="list-style-type: none"> - finding things out - developing their ideas and making things happen - exchanging and sharing information and reviewing modifying and evaluating their work.	Curnow Bespoke Assessment <ul style="list-style-type: none"> - Computer science - Information and communication
SMSC	EYFS – Post 16	<ul style="list-style-type: none"> - Spiritual - Moral - Social Cultural 	<ul style="list-style-type: none"> - B² assessment - explicit opportunities to assess in PSHE, RE and Citizenship. In addition, assessment opportunities will also be embedded across all other subjects - B² assessment - listening and responding; speaking; writing; reading and responding Key Learning indicators
PBV's	EYFS – Post 16	<ul style="list-style-type: none"> - Curnow Code/SPT Code 	-
Work Related Learning	4 -Post 16	<ul style="list-style-type: none"> - 1. World of work - 2. Pathways to work - 3. Skills for work - 4. Safety at work - 5. Preparing for work - 6. Business and Enterprise for work - 7. Practical skills for work - 8. World of work experience 	<ul style="list-style-type: none"> - Bespoke Curnow Assessment
Careers (including enterprise)	2 -Post 16	<ul style="list-style-type: none"> - 1. World of work - 2. Pathways to work - 3. Skills for work - 4. Safety at work - 5. Preparing for work - 6. Business and Enterprise for work 	Bespoke Curnow Assessment

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| | | <ul style="list-style-type: none"> - 7. Practical skills for work - 8. World of work experience | |
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Planning

At all times we will strive for excellence in all our teaching to promote/secure our curricula aims by:

- The quality of learning that pupil's experience
- The quality of teaching that we provide
- The richness of the environment in which pupils learn
- Ensuring consistently high expectations of pupils
- Employing a variety of appropriate teaching and learning methods
- Delivering teaching which build upon pupils' previous experiences, providing planned opportunities for progression and continuity, which extends pupils skills, knowledge and understanding
- Providing a wide range of learning experiences for pupils in each key stage suitable for their age
- Providing work which meets pupils' needs and interests/aspirations, which offer depth and challenge, and which motivates and inspires them
- Involving the learner in the process of learning, by discussing work, giving regular feedback through assessment, negotiating targets and encouraging pupils to evaluate their own achievements
- Developing/further developing pupils' skills to become independent learners
- Encouraging, rewarding and valuing achievement and effort, both formally and informally, through praise in the learning environment
- Working in partnership with other staff, parents/carers and the wider community to achieve shared goals
- Keeping parents/carers fully informed about the progress and achievements of their child

Collaboration:

We acknowledge the importance of working alongside parents and other professionals, in defining and planning the curriculum; such specialists and support services will have an important role in specialised assessment leading to the identification of specific needs/bespoke target setting for our pupils (curriculum route/personalised learning route/plans). Collaborative planning will encourage all aspects of the Curriculum to be taken into account.

It is acknowledged that parents/carers will have aspirations and priorities based on their knowledge of their child in the home context. Pupils will also have aspirations and these are recognised and considered within all aspects of the Curriculum as appropriate (interests/aspirations). This process of shared understanding of curricular priorities will culminate in the pupil's personalised learning plan, which will define priorities and strategies to meet needs.

IMPACT:

- Provision/personalised learning pathways identified inspire pupils to learn; pupils progress data (including EHCP outcomes) is consistently strong for all pupils
- Pupils progress well from their different starting points
- Pupils are set challenging goals using assessment data which informs target setting
- Sustained improvement in pupil wellbeing/behaviour via personalised curriculum offered
- Curriculum access promotes equality of opportunity; the range of subjects studied help pupils acquire knowledge and understanding and secures progress over time
- Inclusive learning promotes further development of academic and social skills – EHCP outcomes and progress data is consistently strong for all pupils

- Pupils are well-prepared for their next stage in education and transition to adult life

Monitoring and Review

The Head Teacher and Senior Leadership Team will monitor this policy; it will be reviewed biennially by the Local Governing Body. This policy will also consider any additional national / local guidance in relation to curriculum development.

Policy approved by the Local Governing Body	February 2026
Policy to be reviewed	Every 2 years
Responsibility	Head Teacher/Senior Leadership Team