

QUALITY MANAGEMENT SYSTEM

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Policies will be reviewed annually or when there are changes to practices and legislation.

Policy/Procedure Name:	Curriculum Policy
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Policies must be reviewed when there are changes to legislation/ practices affecting this policy or at least annually.

Contents

1. Curriculum Overview
2. Ethos
3. Whole-school Curriculum Aims
4. The Learning Environment
5. Personalised Learning
6. Quality Teaching
7. Monitoring Pupil Progress
8. Focussed Assessment
9. Equal Opportunity to Access the Curriculum
10. Progression
11. Differentiation
12. Gifted Pupils
13. Information and Communication Technology (Computing)
14. Pupil Safety
15. Spiritual, Moral, Social and Cultural Development Including Promotion of Fundamental British Values and Protective Characteristics
16. Curriculum Offer Key Stages 1, 2 and 3
17. Curriculum offer Key Stage 4
18. Curriculum Offer Key Stage 5
19. Post-14 and Post-16 Accredited Curriculum Overview
20. Vocational Educational Offer
21. Community Links
22. Assessment, monitoring, and recording
23. Parents and Carers will
24. Board of Governors / Directors

1. Curriculum Overview

It is the school's aim to maximise the potential of every individual pupil and ensure they have access to an ambitious and balanced academic and vocational curriculum that provides wide and varied opportunities with positive individual learning outcomes.

Key Stages 1, 2 and 3 are based on a Primary School model with a class-based teacher delivering core subject areas. Specialist subjects at High Grange School are taught by subject specialist teachers, and include Physical Education, Music, Art and Design, Food Technology, Drama, Dance, Design Technology wood and metal work. The academic curriculum at this stage is supplemented with an offsite educational visit on a weekly basis that targets social and emotional development, resilience, transferring skills, whilst offering community access and life experiences outside of the classroom. High Grange School have developed a whole school 'House Competition.' All pupils and staff are designated a house either, Dove, Hawk or Raven. Half termly events are planned and co-ordinated so pupils can gain a sense of belonging and experience various events, across all Expressive Arts and academics that are beyond the curriculum. Pupils can obtain house points for participating in events. House points are awarded for pupils' attainment, effort, progress academically but also for social, emotional, and behavioural development.

High Grange School have also designed a 'Super Curriculum' that allows pupils to learn beyond the classroom surrounding subject's areas of interest. The 'Super Curriculum' has been written and currently the school are analysing what platform is best to share the 'Super Curriculum' on. Weekly vocational aspects at Key Stage 1, 2 and 3 include horse riding, Forest School, and inner coach. (Key stages 1 and 2 – please refer to Primary Policy – Sixth form – please refer to Sixth form post-16 policy)

The High Grange School 14-16 curriculum is based on a secondary model; core mandatory subject areas are English, Mathematics, Computing, Science, PSHE and Physical Education. Academic 'option' areas include History, Geography, Physical Education, Music, Music Technology, Art and Design, World Studies (RE), Politics, Media Studies, Design Technology with metal and woodwork, and Food Technology. The school has specialist facilities, teachers, and rooms to provide this curriculum. The vocational curriculum includes:

- The Duke of Edinburgh's Award (bronze, silver, and gold – HGS is a gold D of E centre)
- Dance Leaders
- Sports Leaders
- Sport Volunteers
- Arts Awards
- Photography
- Animal Care
- Happy Hens
- Becksid Care farm
- Engineered Learning / Engineered Racing
- Preparation for Adulthood
- Whole school – 'house' system

The school has strong links and established learning agreements with two local mainstream colleges, which provides further accredited learning opportunities. High Grange School provides work-related learning placements in a wide range of careers based on individual pupil aspiration. Accreditation at High Grange allows pupils to achieve at a variety of levels including ASDAN, Entry-Level, BTEC, GCSE, Functional Skills at Level 1 and 2 and the opportunity to study Level 3 courses: AS Levels, A-Levels, and Level 3 BTEC courses.

The High Grange School Sixth Form (16-19) Curriculum

High Grange School offers a highly individualised post-16 Curriculum. The school has a specific Sixth Form 'hub' facility on site where Key Stage 5 pupils have their own designated area to facilitate their individual learning. There is an expectation that pupils will have greater responsibility over their own learning. Pupils will be expected to make key decisions over their curriculum choices developing greater levels of independence in terms of self-study as and when required. Pupils will have access to an ambitious and flexible curriculum on site at High Grange School with access to Level 1, 2 and 3 courses. Pupils who require specific Level 2 or 3 courses that cannot be facilitated on site then High Grange School will support pupils at local colleges including Derby College and Burton and South Derbyshire College. High Grange School also hire external tutors should the need arise to provide specific qualification courses should the education team onsite not be able to provide what the pupils requires. High Grange School will directly pay for post-16 courses that are offered at local colleges. High Grange School support staff will accompany and support our post-16 pupils at college as required. Pupils will have greater responsibility for their own attendance and punctuality. There is a strong focus on preparing pupils for independence post High Grange School and ensuring pupils can function as independently as possible before transitioning onwards to adulthood. High Grange School work closely with transition teams from different Local Authorities; this may also include additional external services such as adult social workers and adult mental health services. High Grange School ensures that they support post-16 pupils and their families to final destinations post High Grange School, this comprises of the following,

- Applications for University / transition to University
- Transition to FE colleges – Mainstream
- Transition to SEN FE colleges
- Transition to apprenticeships
- Access to employment - 'The World of Work'
- Initial transition into the voluntary sector

High Grange School has an extensive onsite 'Preparation for Adulthood' curriculum that is individually specific to our pupils. We have a designated 'Preparation for Adulthood' instructor that delivers an ambitious curriculum that is flexible and targeted towards specific individual requirements.

High Grange School track leavers 'next steps' and they ensure that when pupils leave High Grange School, they are in the best possible position to become 'purposeful and successful adults who impact positively on their community.'

MDT team

The school provides Occupational Therapy, Speech and Language Therapy and access to a qualified ASC-specialist counsellor who is also the schools pastoral lead and mental health lead / first aider. Therapy and counselling are offered through individual 1:1 session. Group inner coaching sessions are offered to selected groups in Key Stages 1, 2 and 3 on a weekly basis. In Key Stage 4 and 5 targeted paired and group sessions are also delivered weekly. The school has qualified Clinical Psychologist onsite four days per week as well as a part-time psychotherapist. The school has a full-time nurse and a full-time Parent Liaison Officer. High Grange School also offers literacy and numeracy intervention through 1-1 and small groups sessions with a dyslexia and dyscalculia specialist. The school also has therapy assistants that support the MDT team.

Each therapist at High Grange School is a 'key therapist' to a specific case load of pupils. They set termly ACE + Independence targets associated to each individual pupils EHCP outcomes. 'Key therapists' meet with individual pupils and key workers termly to review ACE + independence targets, review progress made and then set new targets.

2. Ethos

The school ethos is to provide a highly specialised and individualised learning environment for children and young people who have an autism spectrum condition. The school provides an environment of high expectation and high achievement whilst focusing on the student's individual needs. High Grange School's ethos has evolved and become more focused upon targeting each pupil's 'autism spectrum condition' and 'quality of life' through the school's whole school ethos **ACE**.

- **Adaptable Thinking**
- **Communication Skills**
- **Emotional Well-being**
- The overarching – fundamental aim is for pupils to become as **INDEPENDENT** as possible.

The school has clear associated core values that focus upon 'enriching lives' and encourage pupils to develop, grow, achieve, and enjoy the skills they need to live as independently as possible, make real life choices and lead enriched and happy lives.

3. Whole-school Curriculum Aims

The curriculum must inspire and challenge all learners and encourage participation and engagement. Our aim is to develop self-confidence, self-belief, self-worth, and self-esteem in pupils to inspire them to achieve, progress and maximise their potential to live independent and meaningful lives. Pupils will learn to work together co-operatively and build positive relationships with staff and peers. This is built upon the school's ethos of respect, where pupils are expected to respect themselves, other pupils, and the environment.

The curriculum aims to:

- Allow pupils to 'know more, remember more and do more.'
- Pupils gain knowledge and skills that will impact on their adult lives.

- Pupils will access a curriculum that is taught beyond the classroom. Pupils will develop personally, socially, morally, spiritually, and culturally.
- Provide an ambitious curriculum, with clear intent, that all pupils have equal opportunity to access.
- Offer a play based initial curriculum transitioning to a full opportunity to access the National Curriculum, vocational opportunities and accredited courses including entry levels, functional skills, GCSEs, BTECs, 'AS' Level and 'A' level as appropriate to each pupil's abilities and needs.
- Meet the needs of each pupil through a carefully planned programme that is implemented and supported across education and specialist therapies.
- Ensure that creative teaching leads to progression in each pupil's learning and development, from both a day-to-day and year-to-year perspective.
- Review the needs of each pupil regularly with a view to setting appropriate, relevant, and meaningful targets in his or her Individualised.
- Plan, monitor and review ACE + independence targets set against individual EHCP outcomes.

In supporting the curriculum aims, teachers will demonstrate:

- Meeting all teacher's standards
- Ensure pedagogy is current and shows clear intent.
- Effective implementation of the curriculum and setting of clear learning objectives / learning outcomes that impact on pupils' ability to gain relevant knowledge and skills
- Implement 'team ACE' and 'individual ACE' within the curriculum.
- A cross-curricular approach to communication, literacy, reading, numeracy, and computing
- A wide variety of appropriate teaching strategies
- The use of assessment to reaffirm curriculum intent
- Appropriate pace and effective use of time and resources
- Effective classroom management skills, including the appropriate direction of support staff.
- Skilled implementation and positive impact on pupils learning, behaviour, and attitudes
- Effective use of praise and positive reinforcement and the ability to motivate and inspire pupils to engage in all aspects of the curriculum.
- Teachers will meet individual pupils' educational needs.
- The ability to create opportunities to promote pupils' spiritual, moral, social, and cultural development including the incorporation of Fundamental British Values, Cultural Capital, and Protected Characteristics

Through our planning, teaching resources and extensive diverse staff team:

- The curriculum will show clear **intent**, its **implementation** will ensure that pupils will have access to a carefully planned, spiralled curriculum, which is ambitious, that has clear academic, social, emotional, behavioural, and wider life-long learning. The **impact** of the curriculum will ensure that learning is varied, highly individualised and ensure positive outcomes for each individual pupil.
- Inspire curiosity, desire, and skills to learn and continue to learn beyond their formal education.

- Make learning a positive and enjoyable experience.
- Develop pupils 'knowledge and skills' – so pupils can 'know more,' 'remember more' and 'do more.'
- Enable pupils to become confident, resourceful, enquiring, and reflective learners.
- Develop pupils' self-esteem and help them to build positive relationships with peers, staff, relatives, and community-based organisations such as other schools, colleges, and work placements.
- Develop pupils' self-respect and encourage them to respect the ideas, attitudes, values, and feelings of others. The school rules are based on having respect for themselves, others, and the environment.
- Actively promote Fundamental British Values and awareness for all cultures, and in so doing, promote positive attitudes towards other people.
- Planned 'Cultural Capital' opportunities across all curriculum areas.
- Develop pupils' social, moral, spiritual, and cultural awareness.
- Enable pupils to develop a greater understanding of their community and help them to make a positive contribution to it.
- Enable pupils to participate in everyday life with dignity, as independently as possible and to develop their awareness of the world they live in.

How Effective Teaching and Learning Supports the Curriculum

4. The Learning Environment

The school was purpose-built for pupils with autism. The school is spacious, and classrooms and corridors are larger than average to reduce anxiety associated with transitions, noise, and busy communal areas. All classrooms are extremely well-resourced (each classroom having an interactive whiteboard) and facilitate a wide range of different teaching and learning activities. Pupils have individual, personalised working areas within each classroom. We believe that a stimulating, positive environment sets the climate for learning. The school has specialist areas for small-group intervention work or 1:1 tuition with therapists or teaching assistants. Staff promote and establish positive working relationships with pupils, helping them often to rebuild self-confidence and self-belief in the education process. Staff fully utilise the learning environment to set and raise standards and aspirations. Pupils' work is displayed in corridors and classrooms, interactive whiteboards provide engaging power points and activities that target engagement. Classrooms have identified reading corners and working word walls. Teachers provide appropriate resources that challenge and stretch pupils. The school has specialist teaching rooms for Physical Education, (sports hall, fitness suite, Astroturf, and swimming pool) Food Technology, Design Technology - wood and metal, Art and Design, Music, Music Technology, Drama, Science, ICT / Computing, Preparation for Adulthood, Sixth Form hub, extensive therapy rooms including 2 x sensory integration rooms, SALT rooms and psychology rooms. In September 2024, High Grange School opened a new therapy suite that has 2 main therapy offices, 12 therapy rooms, a three-tiered soft play, and a hydrotherapy pool. These facilities are available to all pupils across all key stages.

5. Personalised Learning

Personalised learning is at the heart of effective teaching and learning. At High Grange School, we recognise the need to develop strategies that will allow all pupils to learn in ways that best suit them so that they may fulfil their potential. Each pupil has 'my ACE' targets and 'team ACE' classroom targets.

Many learning opportunities are made available to the pupils that take account of visual, sensory, auditory, and kinaesthetic learning styles. Such opportunities include:

- Investigation and problem-solving
- Research and finding out.
- Group work
- Paired work.
- Independent work
- Whole-class group tasks
- Asking and answering questions
- Use of ICT / computing
- A range of experiences – fieldwork and visits into the community to reinforce class-based learning
- Outside agencies that come into the school to enrich the curriculum
- Creative activities
- Discussions, role-plays, and presentations
- Designing and making things
- Participation in athletic or physical activity
- Additional therapy sessions that will enhance learning opportunities and reduce the barriers to learning.

We encourage pupils to take an interest in, and, where possible, a responsibility for, their own learning (brain, book, buddy, and boss). Pupils are encouraged to review the way in which and what they learn, and to consider things that makes their learning difficult.

6. Quality Teaching

Characteristics of this are:

- Pupils have a good understanding of the expectations and routines that exist within school.
- Pupils and staff are respected, trusted, and valued as individuals and as members of the community.
- Pupils can work and play in an atmosphere that is safe, welcoming, stimulating, and inclusive.
- Pupils are given the opportunity to work collaboratively and individually.
- Pupils are offered an ambitious and carefully planned curriculum to their individual needs.
- Pupils are supported to gain knowledge and skills and make progress over time.
- An emphasis on learning through communication and appropriate interaction, with an expectation where possible that pupils with support and relevant feedback will

accept some responsibility for their own learning and be involved / informed of future target setting.

- Pupils are appropriately stretched, challenged, and stimulated in a manner that allows them to understand the purpose and direction of their learning. Pupils know how the knowledge and skills gained benefit them later in life.
- Teacher questioning, modelling, and explanations are at an appropriate level.
- Pupils' tasks set have clear intent and are consistently implemented.
- Positive attitudes to learning and achievement.
- Clear expectations for behaviour, attitude, and engagement
- Detailed medium term plans that give an overview of the half terms work and informs short term planning.
- Access to relevant schemes of learning across academic and vocational curriculum. Clear cross curricular themes.
- The school has clear learning maps across all subjects and key stages. Curriculum folders provide long term planning.

7. Monitoring Pupil Progress

The senior leadership team will monitor pupil progress through:

- Specific focused book trawls and learning walks.
- Lesson visits
- Teacher 3-phase teacher review – focus upon curriculum intent, implementation, and impact.
- Bi-weekly academic board meetings
- Termly meetings with school improvement partner Clare Considine (Ofsted inspector)
- Analysis of B Squared assessment / connecting steps data for every pupil in Key Stages 1 and 2 across all subjects, Key Stage 3, Key Stage 4, and post-16 Key Stage 5 academic and vocational assessment is continuously tracked and formally reviewed by each teacher on a half-termly basis. Gaps in knowledge are identified and appropriate next steps identified for each class group and each individual learner.
- Annual education and progress reports
- ACE targets are the vehicle that the school utilises to achieve individual education, health, care plan outcomes through 'my ACE' targets. In the classroom focused 'team ACE' targets / outcomes are set in classrooms
- Individuals' Annual EHCP Reviews that inform parents and authorities of pupil's progress.
- Analysis of Key Stages 3, 4 and 5 tracker using assessment points - 6 formal assessment points throughout the academic year – these are recorded on HGS pupil progress tracker.
- Attendance at school
- Attendance of pupils in lessons
- Termly ACE review of targets set with keyworker and key therapist of the MDT team.
- Baseline assessment undertaken within the first 12 weeks of pupils being placed at High Grange School in English, Mathematics and Science.

8. Focussed Assessment

Secure knowledge of each pupil's progress is a core element of teaching and learning at High Grange School. Utilising the B squared connecting steps each individual pupil is continually assessed at key stage 1 and 2. At Key Stages 3, 4 and 5 assessment focuses on identifying pupils' gaps in their knowledge and then through meticulously planning next steps are identified to ensure pupils can know more, remember more and do more.

Teachers complete a half term review of individual pupils' gaps in knowledge. Then there is a clear focus upon identifying the individual pupil's next steps. Teachers' next steps informs their planning and their half term schemes of learning. Teachers ensure individual pupils have half termly learning journeys in their books and folders. This primarily allows pupils to have knowledge and understanding of what they will be learning over the half term in each subject area and vocational area. Teachers can continuously assess pupils' acquisition of knowledge and skills. Due to how the curriculum is sequenced within a spiral framework, gaps in individual pupils' knowledge can be identified and then appropriate class group or individual pupil interventions can be implemented to impact on identified gaps in pupils' knowledge. Teachers meet in either subject areas or departments at the end of each half term and a teacher peer review takes place with the school's senior leadership team supporting and moderating the next steps identified for individual and group learners. At these identified assessment points each subject and vocational areas' curriculum intent in terms of pupil's knowledge and skills gained over a half term is reviewed. Pupils half termly learning journeys are reviewed as are teachers schemes of learning and gaps in knowledge and next steps are identified.

Assessment for Learning (AFL).

A range of AFL strategies are used in the classroom: -

- Learning objectives are made explicit and shared with the pupils in Key Stage 1, 2 and 3. (using WALT, WILF) (WALT – What am I learning today / WILF – What am I looking for)
- Post 14 and post 16 Teachers use learning objectives and learning outcomes.
- Success criteria, where possible, are agreed by the pupils and teacher.
- Where possible, self and peer assessment are used against the success criteria of half termly learning journeys.
- Pupils progress is also tracked through 'confidence checkers' which vary in format across the Key Stages. Pupil 'confidence checkers' allow pupils to provide self-assessment of their own confidence in understanding the learning from individual lessons or series of lessons. Pupil 'Confidence checkers are used at the end of a lesson or a series of lessons to check knowledge, skills and understanding. Some teachers use 'confidence checkers at the start of a lesson or series of lessons to check the pupil's own assessment of their previous level of understanding on a particular task, topic, or area of learning. It also allows teachers to evaluate pupils learning within the lessons or within a series of lessons informing next steps or if and when learning outcomes need to be revisited.
- It is the expectation that all the pupils will be engaged in their learning and receive immediate, accurate feedback on their progress.
- Pupils' attendance is tracked across each subject and vocational area.

Summative assessment opportunities include end of ½ term tests in core subject areas at Key Stage 3. Assessment at Key Stage 4 and sixth form Key Stage 5 is tailored towards individual requirements and individual pupil learning pathways and therefore examination and accreditation courses will be offered from Entry Level 1 to Level 3. This will include Entry Level accreditation, Functional Skills, BTECs, GCSEs, 'AS' Levels and 'A' Levels, where deemed appropriate. Each accreditation / examination course has its own assessment criteria. Teachers will use various forms of summative assessment that will include ½ termly tests / quizzes / focused examination-style questions / coursework or actual formal unit tests that are directly associated with the identified qualification the individual pupil is working towards. This will identify gaps in knowledge and inform next steps and future planning.

9. Equal Opportunity to Access the Curriculum

The school offers an inclusive curriculum that is differentiated and tailored to meet the range of abilities, interests, and aspirations of our pupils, ensuring that all pupils have an equal opportunity to succeed.

10. Progression

Pupils at High Grange School may present a 'spiky' profile. Previous learning may reveal inconsistencies and therefore gaps in knowledge, skills and understanding. Carefully planned sequential progression according to individual needs allows pupils to gain knowledge and skills over time.

11. Differentiation

The teachers will differentiate the curriculum by:

- Individual assessment of learning
- Task / activity/ subject / accreditation
- Varying adult support
- Independent learning, group learning, paired learning, or peer support
- Providing a variety of learning environments
- Accommodating individual learning styles.
- Older pupils modelling, supporting younger pupils.

12. Gifted Pupils

High Grange School staff recognise that some pupils may have a high level of knowledge, skills and understanding in a specific subject area or vocational area. High Grange School will promote and encourage pupils' knowledge and skill acquisition over time. High Grange School will provide opportunities for pupils to excel and achieve in their specific area of strength. (See Gifted and Talented Policy.) Pupils will take accredited courses early in subject areas of strength. Pupils will have access to a 'Super Curriculum' to build their knowledge and skills in areas of strength and interest.

13. Information and Communication Technology (Computing)

We have a variety of communication technology to deliver content and different learning activities including the use of Google Apps and Google Classroom for setting, marking, and giving feedback to pupils, as well as a range of other learning resources.

Pupils have access to Desktop Computers, Chromebooks, iPads, Tablets and Laptops for flexible learning depending on the pupil's needs.

We are using an ITQ Course in the Computing curriculum, where the ECDL (European Computer Driving License), which provides a unit-based course with very flexible learning pathways from Level one through to Level three to offer a personalised, flexible, and current curriculum.

14. Pupil Safety

During the assessment period, all pupil risks are identified, and an individual risk assessment for each pupil is put in place. This is a document reflects potential risks, and it is a working document updated as changes in behaviour are identified. (Refer to Health and Safety Policy) The following risk management document are in place,

- Individual pupil risk assessments
- Room risk assessments
- Activity risk assessments
- Offsite educational visit risk assessments
- Location risk assessments

15. Spiritual, Moral, Social and Cultural Development (Cultural Capital) Including Promotion of Fundamental British Values and protected characteristics.

High Grange School has an extensive personal development curriculum and PSHE is taught across Key Stages 1-5. PSHE is mandatory subject. The school is part of the PSHE association. Personal development for each pupil is tracked through 'Gridmaker.'

High Grange School Places Spiritual, Moral, Social and Cultural awareness and development at the core of its ethos and curriculum. The school recognises the importance of providing opportunities to develop the social and emotional aspects of learning and takes guidance in establishing the government objectives as part of the whole school curriculum approach. All pupils are encouraged to develop their spiritual, moral, social, and cultural awareness through opportunities throughout their day-to-day learning, whether via the curriculum or in their interactions with each other and the people and environment around them. The school actively promotes Fundamental British Values, cultural capital, and protective characteristics through the SMSC Policy, which is embedded across the curriculum.

'Cultural Capital' opportunities are planned for across all subject areas and incorporate,

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development

6. Cultural development

(Refer to PSHE policy, SMSC Policy and Cultural Capital Policy and each subject curriculum folder.)

16. Curriculum Offer – key stage 1,2 and 3.

Key Stages 1 and 2 offers access to the National Curriculum subjects as follows (please refer to Primary Curriculum Policy):

- Numeracy
- Literacy
- Science
- ICT and Computing
- PSHE
- World studies (incorporates: RE, Geography, History)
- PE
- Swimming
- Music
- Food technology
- D&T wood and metal
- Art
- Forest school
- Topic
- Offsite educational visits
- *MFL is taught through drop down days / enrichment mornings / afternoons / identified Topic areas of study
- Therapy is delivered through group and individual sessions of SLT, OT and psychology/wellbeing.

Pupils working at EYFS level.

- If working on the Early Years Curriculum the seven areas of learning covered by the EYFS curriculum are as follows:
- PRIME AREA - Personal, Social and Emotional Development (PSED): This area has three sub sections- Making relationships, Self-confidence and Self-awareness and Managing feelings and Behaviour. In these areas children are given opportunities to develop confidence and independence whilst simultaneously creating friendship groups.
- PRIME AREA - Communication and Language (CLL) This area has three sub sections - Listening and attention, Understanding, and Speaking. These outcomes cover important aspects of language development and provide the foundations for literacy. Communication and language are used as a scaffold upon which effective learning is built across the curriculum.
- PRIME AREA - Physical Development (PD): This area has two sub sections – Moving and Handling, and Health and Self-care. This includes both fine and gross motor development and the knowledge of how to keep healthy. Physical development is implicit in all areas of the EYFS framework. Teaching concentrates on children's developing physical control, mobility, awareness of space and manipulative skills in

indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life.

- The above prime areas are the steppingstones to effective learning. Once a child is secure in these areas, they are ready to embark in the process of learning in the specific areas.
- SPECIFIC AREA - Mathematics (M): This is broken down into two subsections these are Number and Shape, Space and Measures. These outcomes cover important aspects of mathematical understanding and provide the foundation for Mathematics. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.
- SPECIFIC AREA – Literacy (L): This area of learning has two subsections of Reading and Writing. The objectives ensure success in early reading and writing skills. Speech and Language therapist as well as dyslexia therapists help the staff plan appropriate activities to work on key personal skills.
- SPECIFIC AREA – Understanding the World (U the W): This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry focussing on children's developing knowledge and understanding of their environment, other people, and features of the natural and made world. It provides a foundation for historical, geographical, scientific, and technological learning.
- SPECIFIC AREA - Expressive Arts and Design (EAD): This covers art, music, and drama. This area of the EYFS framework focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

Key Stage 3 offers all National Curriculum subjects, and additional opportunities to acquire knowledge and skills:

- Numeracy – Mathematics
- Literacy- English
- Science
- Computing
- PSHE
- RE
- Geography
- History
- Citizenship
- PE
- Swimming
- Music
- Food technology
- D&T wood and metal
- Drama
- Offsite educational visits
- Option of Horse riding
- Assembly
- *MFL is taught through drop down days / enrichment mornings / afternoons
- Therapy is delivered through group and individual sessions of SLT, OT and psychology/wellbeing.

17. Key stage 4 Curriculum Offer

The 14 – 16 curriculum forms an integral part of the pupils' development at High Grange School. Furthering pupils' 'Independence' is a key aim of the school and pupils gain knowledge and skills at school that they can then transfer to other environments. Pupils are encouraged to understand and express their thoughts, feelings, and opinions.

Pupils' abilities and needs are reflected in a carefully planned, sequenced curriculum providing the pupils with positive learning experiences and the opportunity to build knowledge, skills and understanding over time.

The 14 – 16 curriculum at High Grange School aims to:

- Offer comprehensive access to a range of accredited subject and vocational course including, ASDAN, Entry Levels, Functional Skills, BTEC, GCSE's and other Level 2 courses.
- Provide access to wider activities outside the formal curriculum, which contribute to personal development including access to onsite vocational studies such as the Duke of Edinburgh's Award and ASDAN CoPE award. Sports Leaders, Sports Volunteering, dance leaders and art mark awards are also options available post 14.
- Develop Functional Skills.
- Provide access to a vocational curriculum focused on work-related learning within school that can then be transferred into work experience placements.
- Provide guidance on possible future careers, through class-based activities and work site visits and through liaison with 'FUTURES' external career advice. Access to internal career advice through our Deputy Head Chris Haines. High Grange School's careers curriculum is promoted through PSHE. The school has also purchased 'Talentino' that provides research-based careers resources that meets the Gatsby benchmarks and allow pupils particularly with SEND to achieve their career goals.
- Preparation for adulthood –14 – 16 – key stage 4
- Provide access to work-related learning to prepare pupils for adult life, in which they can take their place in the community and become successful citizens.
- Provide opportunities to work towards recognised qualifications and certificates aimed at individual pupils' abilities.
- Provide a link with community businesses for work experience, work related learning where appropriate.
- Gain functional skills in numeracy and literacy.
- Develop awareness of relationship and sex education through Sex and Relationships Education lessons.

Mandatory subjects at Key Stage 4 include English, Mathematics, Science, Computing, PE, Preparation for Adulthood and PSHE (Refer to PSHE subject policy)

GCSEs are obtainable in the following subjects:

- English language
- English Literature
- Mathematics
- Science – Single Science (Biology, Chemistry and Physics)

- Computer Science
- Geography
- History
- RE
- Food and Nutrition
- Art and Design – Fine Art
- Design Technology with Wood and Metal
- Music
- Citizenship

The subjects above are also offered at Entry Level. Functional Skills at Levels 1 and 2 are offered in English and Mathematics. Alternative accreditation includes Sports Leaders, Sports Volunteers, Dance Leaders, Drama, and the Duke of Edinburgh's Awards. BTEC accredited courses include Sport Level 2 and 3 Jamie Oliver's Home Cooking Skills Levels 1 and 2.

18. Key Stage 5 – post 16 Curriculum Offer

The 16 – 19 curriculum at High Grange School aims to.

High Grange School offers a highly individualised post-16 Curriculum. There is an expectation that pupils will have greater responsibility over their own learning. Pupils will have access to an ambitious and flexible curriculum on site at High Grange School with access to level 1, 2 and 3 courses. There is a strong focus on preparing pupils for independence and adulthood post High Grange School and ensuring they can function as independently as possible. High Grange School has also opened a post-16 hub for its sixth form pupils. The pupils can access the 'post 16-hub' independently – (they have been issued with sixth form ID and a gate pass) This has added a further dimension to our post 16 offer. It allows pupils to develop further skills and knowledge that will prepare them for life after High Grange School.

Aims

- Offer comprehensive access to a range of accredited subject and vocational course including ASDAN, Entry Levels, Functional Skills, BTEC, GCSE's, A Level and A/S Level study. High Grange School can offer various Level 3 courses through its embedded college links.
- Access to an extensive and individualised PFA curriculum that is resourced with a PFA full time teacher.
- Provide opportunities for pupils to make informed choices about their future. HGS will support pupils with applications for identified next steps – post 18 /19 – years 13 and 14.
- HGS will fund pupils who want to attain specific coaching qualifications / awards from a range of governing bodies. This will be requisitioned on an individual basis. This can be a coaching qualification, or a specific job orientated award (e.g., lifeguard qualification / FA coaching badges / Security qualification / First Aid qualification / driving license)
- Provide access to work-related learning to prepare pupils for an adult life, in which they can take their place in the community and become active citizens.
- Gain functional skills in numeracy, literacy, and ICT.

- Pupils will have access to alternative provision – such as Engineered Learning / Engineered Racing / photography and Animal Care.
- Onsite External Career advice through 'Futures.' Internal careers advice through 'Talentino' early careers development.
- Visits to FE college / Universities prior to applications – supported by HGS staff.
- Develop awareness of what relationship and sex education through mandatory PSHE lessons
- Access to the schools MDT team with a clear focus on independence and how to successfully transition into adulthood whilst being able to use and transfer the knowledge and skills gained at HGS.

19. Post-14 and Post 16 Accredited Curriculum Overview

Upper and Senior School – Post 14 and Post 16

Subject	Qualification Type
Mathematics	<ul style="list-style-type: none"> • OCR Entry Level Certificate Mathematics • AQA GCSE Mathematics • AQA Functional Skills Mathematics Levels 1 and 2 • AQA 'AS' Level Mathematics
English	<ul style="list-style-type: none"> • Edexcel Entry Level Certificate: Functional Skills • Edexcel GCSE English Language • Edexcel GCSE English Literature • Edexcel Functional Skills English Levels 1 and 2
Science	<ul style="list-style-type: none"> • OCR Entry Level Certificate • AQA GCSE Physics / Chemistry / Biology • AQA Combined Science
History	<ul style="list-style-type: none"> • OCR Entry Level Certificate • Edexcel GCSE
Geography	<ul style="list-style-type: none"> • OCR Entry Level Certificate • OCR GCSE
P.E.	<ul style="list-style-type: none"> • BTEC Sport Level 2 (Certificate): Edexcel • BTEC Sport Level 2 (Extended Certificate): Edexcel
ICT / Computing	<ul style="list-style-type: none"> • ECDL Levels 1 and 2 • OCR GCSE Computer Science • OCR AS Computer Science
Design & Technology	<ul style="list-style-type: none"> • OCR Product Design / Resistant Materials entry level • OCR GCSE Design and Technology - Product Design/Resistant Materials
Art	<ul style="list-style-type: none"> • OCR Entry Level Certificate Art • OCR GCSE Art and Design – Fine Art • Arts Award
Music	<ul style="list-style-type: none"> • Edexcel GCSE Music • 'A' Level / 'A/S' Level Music • Arts Award

PSHE	Mandatory Across Key Stages 1-5 Units can be used towards ASDAN and PSE qualifications
Citizenship	<ul style="list-style-type: none"> • OCR GCSE Citizenship Studies
Politics	<ul style="list-style-type: none"> • Edexcel A Level Politics
Food Technology	<ul style="list-style-type: none"> • BTEC Home Cooking Skills Level 1 & 2 • AQA GCSE Food and Nutrition
Religious Studies / World Studies	<ul style="list-style-type: none"> • ASDAN Short Course Religion and Belief • AQA GCSE Religious Studies
Duke of Edinburgh Award	<ul style="list-style-type: none"> • Bronze Award • Silver Award • Gold Award
PSE (formerly CoPE)	<ul style="list-style-type: none"> • Level 1: ASDAN • Level 2: ASDAN
Sports UK Courses	<ul style="list-style-type: none"> • Dance Leaders Award: Level 1 • Sports Leaders Award: Level 1 and level 2 • Sports Volunteers Level 1 • Sports Volunteering Award: Level 1
*College Courses	<ul style="list-style-type: none"> • A Levels and Level 3 Course at Burton and South Derbyshire / Derby College <p>Level 3 courses HGS pupils' study / have studied at College in the last 2 years.</p> <p>A Level Biology A Level Physics A Level Chemistry A Level Mathematics A Level Further Mathematics Photography Level 3 ICT – Level 3 IT and Computing (Networking and Cyber Security)</p> <p>Agriculture Farming award - Level 1 Music (performance and production) – Level 1</p> <p>Pupils can choose their own courses to study from both college prospectuses.</p>
Preparation For Adulthood	<ul style="list-style-type: none"> • Links to PDP/PSE/ D of E <p>Modules include.</p> <ul style="list-style-type: none"> ✓ Earning and Spending Money ✓ Keeping Track of Your Money ✓ Making Financial Choices ✓ Cooking on a Budget ✓ Practical Cooking Skills ✓ Career Management ✓ A Place of Your Own

	<ul style="list-style-type: none"> ✓ Preparing for the World of Work ✓ Health and Wellbeing <p>Post-16 ensures that PFA incorporates 'learning to drive', first aid. Independent travel training is offered. We also have strong local business links to provide advice and support in CV writing, job applications and we can hold mock interviews. Post 16 pupils are expected where feasibly possible to access work related learning opportunities on-site and offsite. Pupils will have visits from external companies for instance Rolls Royce, National Grid, and the Police. Pupils will also be taught domestic chores such as washing clothes, ironing clothes, planning, and organising household tasks into daily life. The schools SaLT team will work on social thinking, social communication, and social interaction. Our OT team will look at sensory integration into work related learning or FE Colleges or universities. Clinical Psychology will support pupils to be aware of their mental health difficulties, manage their mental health with greater independence and seek support and help from services post High Grange School. Pupils will develop the functional skills required to become a successful adult to enjoy a</p> <p>Careers Advice Internal – Deputy Head Chris Haines Talentino – careers curriculum PSHE curriculum – clear focus upon Careers</p> <p>Onsite external careers advice is offered by 'Futures' and High Grange School fund this service for all pupils to access.</p> <p>Specific coaching qualifications / awards are also facilitated within the post 16 curriculum. This is requisitioned on an individual basis.</p> <p>*MFL is taught through drop down days / enrichment mornings / afternoons</p>
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20. Vocational Education Offer

Vocational Education at High Grange will comprise several strands. All these components are covered in an integrated curriculum, and many of these components overlap. The Head teacher and the Post-14 Assistant Heads and teachers are responsible for making sure that all pupils cover all components:

- Work-related learning – High Grange School have community work-related opportunities and links with Wild park, Beckside Care Farm, Nurseries, Florists, Charity Shops, RSPCA and Derby County Football Club, Derby Telegraph, National Grid, Toyota, Rolls Royce, Your property space, Happy Hens, Engineered Learning / Engineered Racing, World Peace Café, and Beech Cliffe Farm
- Onsite work experience – Maintenance, Physical Education department, younger mentoring

- PFA

It is imperative that all children / young people have gained work experience before leaving school. A systematic approach to work experience is taken, building up every young person's work skill in the post-14 and post 16 phase of their education. The format for this at High Grange is:

- Individual school / external based work experience related to where possible college courses. Young people will have the opportunity to expand their skills in one of the above areas mentioned.
- Building upon school-based experiences / external based work experience, community-based work experience opportunities will be sourced for all young people with a week- long placement set up appropriate to their interests and skills. Apprenticeships and further education through external college placements in full time / part time courses will be set up on an individual basis.

21. Community Links

It is important that pupils are given the opportunity to transfer the knowledge they acquire into real life situations outside the classroom. Where possible, and relevant to the ability of the pupil, the curriculum will be accessed and enhanced through:

- Visits to local cafes, restaurants, cinemas, and local services to practise social interaction skills and money skills,
- Shopping experiences,
- Use of public transport,
- Visits to local gardens,
- Work experience with local businesses,
- Visits to school by local professionals e.g., police, firefighters, doctors, religious buildings and places of worship and historical monuments.
- Access to local sport facilities,
- Access to local colleges,
- Visits to local libraries,
- Access to an Outward-Bound facility,
- Visits to musical venues.

These will be achieved during individual Community Access visits, which take place during the school day. College and work experience placements are risk assessed carefully and staff in these locations are informed about pupils' abilities and potential difficulties. Parents are also informed about work experience risk assessments.

22. Assessment, monitoring, and Recording (refer to HGS Assessment policy)

Assessment of the key stage 4 (14 – 16) and key stage 5 post 16 (16 – 19) curriculum records progress and highlights achievements and areas of need. It is used to inform future planning. Formative assessment is carried out daily and pupils are given praise and feedback on their

performance. Summative assessment is teacher-led and moderated internally and then externally by the course provider.

Individual pupil progress is recorded systematically against all accredited subjects / vocational areas studied for on the Schools year 10 – year 13 tracker. Pupils' prior attainment in all subjects is documented, current attainment is updated at least on a termly basis, progress and predicted grades are identified.

Each pupil's ACE targets are formally set weekly and updated once a term. Targets are SMART and in line with needs on their EHC Plan.

Assessment will be monitored and recorded against specific accreditation guidelines according to specific courses and examination boards. Work will be internally and externally moderated as required.

Staff will attend Exam Board training where appropriate, with regard to the introduction of entry level, GCSEs, Functional Skills and BTEC courses. Links with other schools and colleges provide robust moderation to ensure staff's grading of examination work and course work is accurate.

The school now offers BTEC accreditation in three curriculum areas Science, Sport, and Food Technology (Jamie Oliver)

For BTEC Sport the assessment process is specific to the criteria set through Edexcel (see links to ed-excel online)

23. Parents and carers will.

- Parent consultations with form staff, subject leads, and MDT team
- Parent training
- ACE parent training
- Be consulted about their children's learning and be involved in the planning of their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs, and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the curriculum intent, implementation, and impact.
- Receive an annual Education Report – clearly identifying pupil progress in all academic and vocational areas studied.

24. Board of Governors / Directors

- Will receive a termly report from the school Principal that will identify key performance indicators in terms of pupil progress.
- Will be informed of Changes in the Curriculum Offer including any changes in Alternative Provision or College Courses
- Assessment in core subject areas / pupils on and off track
- Pupil Exam and Vocational results (including mock exam results)

- Weekly Leadership Team Meetings with a member of the Board of Directors / governors present.
- Parent Governor in place.