



Local Procedure/Protocol

School/Home Name:	Chilworth House Upper School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	July 2026
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Procedure/Protocol Lead:	Mohammed Din (Deputy Head)
Procedure/Protocol Sponsor:	Brin Kelleher – Regional Director

EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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1. CONTEXT

- 1.1** Chilworth House Upper School is an independent special school and part of the Witherslack Group. Our pupils are aged 11-16, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and social, emotional mental health. An increased number of pupils that are referred to the school by Local Authorities have suffered several painful life experiences. Our school is a trauma informed school that can support young people who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. We therefore support key stakeholders in providing relationships for these young people that heal minds. Key conversational skills in addressing and making sense of what has happened are central to our work and is a major shift in our school culture. Pupils who attend Chilworth House Upper School have invariably experienced disrupted education placements with some pupils also in the care of their local authorities. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join us. All pupils have an Education, Health and Care Plan (EHCP).

- 1.2** Chilworth House Upper School benefits from fantastic grounds within a stunning rural location. This contributes to making our school a positive and happy place in which to learn, work and live and we make full use of the environment. Chilworth House Upper School is well-resourced and has a comprehensive range of facilities including a science laboratory, DT room, music room, food technology room, ICT suites, a sports hall and outdoor artificial football pitch. Class sizes are deliberately small (normally 8 or less in a class) to ensure pupils, feel well supported by our highly skilled staff team of education, pastoral, care and therapy staff.

2. VISION, AIMS AND INTENT

- 2.1** We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. Chilworth House Upper School provides a curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives. We aim to do this by:

- Inspiring our pupils to develop a love of learning, experience success and achieve positive outcomes.
- Helping our pupils to remember what they learn and make progress in all subject areas.
- Supporting our pupils to be ready for the next stage of learning
- Ensuring every pupil leaves a reader.
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests.
- Encouraging our pupils to raise their career aspirations.
- Providing our pupils with knowledge and experience of the workplace
- Developing our pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership, and enterprise
- Supporting our pupils to develop their independence.
- Ensuring our pupils are ready for transition and life beyond Chilworth House Upper School.
- Encouraging our pupils to develop a positive perception of themselves and a sense of belonging.
- Supporting our pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience.

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- Enabling our pupils to understand their rights and responsibilities and appropriately express their views.
- Helping our pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics.

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at Chilworth House Upper School ensure that:*

- Staff in the school participate in decision-making processes that relate to the vision, intent and development of the curriculum.
- Regular monitoring activities are conducted to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes.
- All teaching staff fulfil their roles and responsibilities, including high-quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures.
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils.
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps.

3.2 *The teaching staff at Chilworth House Upper School ensure that:*

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives.
- The curriculum is planned and devised to best suit the needs of each individual pupil and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents.
- A range of teaching and adaptive strategies are used to ensure all our pupils are stretched and able to progress at their own pace.
- Pupils are provided with opportunities to experience safely planned activities outside of the usual classroom environment.
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning.
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress.
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps.

Subject leads provide support and advice for colleagues and monitor progress in their subject area.

3.3 *Clinical staff ensure that:*

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of all pupils.
- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood.

3.4 *All staff ensure that:*

- High expectations are always maintained for pupils
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

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4. IMPLEMENTATION

4.1 Curriculum Delivery

Our school timetable comprises of thirty teaching periods per week for each year group. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Mental Health Practitioners, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist. Most pupils at Key Stage 4 are taught by subject- specialists. Some pupils may have bespoke timetables that take account of strengths and areas of need. Individual interventions are planned as required to close gaps in knowledge and skills, supporting pupils to make progress.

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs.

Through high-quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress across all Key Stages. Detailed schemes of work are used to ensure pupils cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition. The delivery of our key focus areas related to learning, work and life are reflective of age, stage, and carefully selected learning experiences based on individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/workbooks/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning
- Planned opportunities to catch up on core concepts from missed work

4.2 Key Stage 3 (Years 7 – 9)

Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by their form teachers for English, Maths, PSHE/Careers/Citizenship but progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum. They visit specialist teaching rooms as appropriate to the subject eg the Science Lab, Art Room, Food Technology and Design Technology.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Life skills (yr 7 only), Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.3 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of

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English, Mathematics, Science, PE, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations, and these include Psychology, History, Geography, Business, Construction, Food Technology, Sport and the Duke of Edinburgh Award Scheme. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 **Key Stage 5 (Year 12)**

Some pupils are not ready at the end of Year 11 for the transition into employment, further education or training. **When this has been identified as appropriate for a cohort**, the school is able to offer a bespoke Key Stage 5 provision with a clear focus on transitioning to a post 16 destination successfully. Pupils will follow an individually tailored programme with English, Maths and PSHE at the core alongside programmes in vocational subjects of their choice.

Pupils will be enabled to undertake an extended college or work placement to support next steps in entering mainstream post 16 learning environment, or employment-based learning. The focus of our KS5 provision is to prepare pupils for adult life and help equip with social and communication skills needed to be a full part of the community. This includes attaining relevant and aspirational qualifications and enriching experience to support confidence in our young people.

KS5 pupils will continue to access clinical/therapeutic input as appropriate to their needs

4.5 **Homework**

At Chilworth House Upper School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. For example, a homework 'menu' may be offered where pupils' can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

4.6 **Reading**

At Chilworth House Upper School, reading is integral to our curriculum. The schools reading strategies are informed by components of the Department for Education 'Reading Framework' (July 2023). We are committed to ensuring that all pupils leave us as 'a reader' and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, an explicit teaching of phonics is provided. Additional targeted reading interventions are arranged for pupils, when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.

4.7 **Oracy at Chilworth House Upper School**

Oracy enables a child to understand the power of their voice, express thoughts and feelings, explore and develop ideas and both agree and disagree. Correct spoken language is fundamental to learning. From the first days in school, speaking and listening play a large part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways. We aim to develop and encourage fluent speakers, who can confidently articulate their ideas in a wide range of situations.

Pupils continue to develop their oracy skills at Chilworth House Upper School through the study of English Language at KS3 and KS4. The curriculum requires pupils to analyse, evaluate, and respond to a wide range of spoken and written texts, as well as to communicate their own ideas effectively.

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. Oracy supports pupils to make their thinking clear to themselves as well as others. Oracy is carefully planned into lessons. Questions are adapted to ensure full participation and pupil discussions are scaffolded to ensure inclusive practice. Each subject will offer oracy opportunities for **pupils** to:

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- Develop pupils' ability to [express themselves], speak fluently, coherently, and confidently in a range of formal and informal contexts.
- Equip pupils with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.
- Teach pupils to listen actively and respond appropriately to the contributions of others.
- Encourage pupils to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions.
- Provide opportunities for pupils to present information and ideas clearly, using appropriate language [word choices] and tone for different audiences and purposes.
- Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.
- Plan opportunities for integrated structured talk activities, such as discussions, debates, presentations, and role-plays, into lessons and throughout the school day.
- Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice.

Staff will:

- Share good practice with colleagues.
- Gain an insight into the ideas and opinions of others.
- Practice using subject specific vocabulary.
- Act as role models and lead by example.
- Utilise the clinical team (SALT) to support oracy with individual pupils.
- Involve oracy in morning assemblies.
- Embed oracy into practical subjects and record examples such as verbal feed-back and peer review.
- Coach pupils in interview technique in Careers/life skills
- Make oracy explicit in planning documents across the whole curriculum.

4.8 Therapeutic Provision

The on-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.9 Physical Education

All pupils access PE lessons at our School with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area or the sports hall, but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4 (BTEC First Award) for those pupils who would like to pursue a related qualification.

4.10 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at our School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/ Citizenship/ Careers lessons. Details and guidance around this are outlined in Relationships and Sex Education Policy (2026) s4 Legal Obligations and Right to Withdraw.

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RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from an Independent Advice and Guidance (IAG) professional. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

4.11 Handwriting

In line with Ofsted expectations and the DfE's the Writing Framework (2025), we recognise fluent, legible and automatic handwriting as a foundational skill. Writing depends on both transcription (handwriting and spelling) and composition. When transcription is not automatic, cognitive load increases and limits pupils' ability to communicate ideas effectively. Our aim is for all pupils to develop handwriting fluency, speed and legibility so they can focus on planning, structuring and expressing their thinking.

Handwriting is explicitly taught and practised through a consistent, evidence-informed approach. Pupils will receive short handwriting sessions where needed, beginning with posture, grip and paper positioning before letter formation. Teaching follows a clear progression from motor-skill development and pre-writing patterns to accurate letter formation, legibility, speed and stamina. Dictation activities provide opportunities to practise transcription separately from composition, reducing cognitive demands for developing writers.

Adaptations might include sensory-motor activities, specialist equipment and individualised support, with alternative recording methods used where appropriate. High expectations for handwriting are maintained across all subjects, supported by staff modelling.

4.12 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

At our School, SMSC and British Values are promoted in so much of what we do, not least during school assemblies and in PSHE/Citizenship/Careers lessons.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.

As part of the wider SMSC curriculum, pupils are engaged to experience awe and wonder, act responsibly and support their community. In addition, we help pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.13 COVID-19 Recovery Curriculum

At our School, we recognise that pupil well-being is at the forefront of recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the curriculum at Chilworth House Upper School is evidenced by the work that the pupils produce, their progression over time and how well-prepared pupils are for further learning, work and life. We recognise

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that we may never see the long-term impact of curriculum, but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level, and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will understand different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

5.2 **Assessment**

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Arbor.

Wherever possible, we enter and encourage our Key Stage 3 pupils to sit external Entry Level assessments across several core curriculum areas. However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve accredited qualifications and are not pressured in to doing so until they are fully equipped academically, mentally and emotionally to do so.

Our expectation is that all Key Stage 4 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Grid maker.

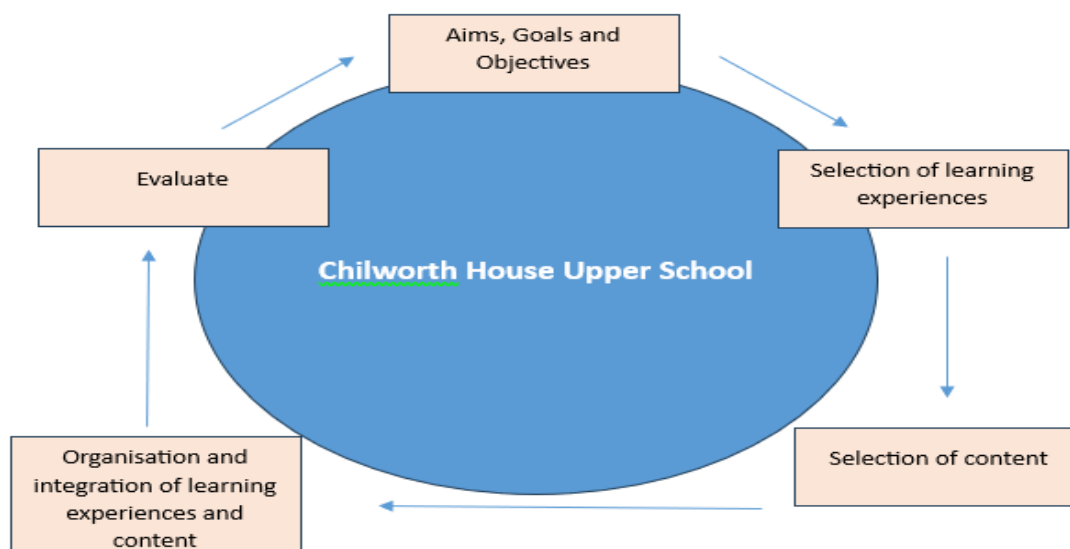
5.3 **Monitoring**

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders (Please refer to Evaluation of Teaching Policy 2026)

Chilworth House Upper School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. **CURRICULUM MODEL**

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- Pupils at our school access a modified national curriculum adapted to their level of development, and needs.
- Long- and medium-term plans have been carefully sequenced to provide learning opportunities across national curriculum areas.
- Topics within each subject are revisited so that pupils consolidate and build knowledge and skills.
- The information about prior achievements is recorded in the database – Arbor
- Teachers know what each pupil has achieved previously, they can then plan appropriate next steps for learning.
- Progress is added to the database, and this supports leaders in tracking and monitoring groups or individuals. Progress indicated on the Arbor database, informs planning.

7. REFERENCES

Evaluation of Teaching Policy 2026
 Assessment Feedback & Marking Policy 2026
 SEN Policy 2026
 RSE Policy 2026
 PSHE and Citizenship Policy 2026
 The Equality Act 2010
 DfE Reading Framework July 2023

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