

Local Procedure/Protocol

School/Home Name:	Dovetree School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	May 2025
Next Update Due:	May 2026
Procedure/Protocol Lead:	Emma Tomblin
Procedure/Protocol Sponsor:	Brin Kelleher – School Development Lead

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.

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 1
Linked to Policy Number:	OPSP11		

CONTENTS

1. CONTEXT
2. VISION, AIMS AND INTENT
3. ROLES AND RESPONSIBILITIES
4. IMPLEMENTATION
5. IMPACT, ASSESSMENT AND MONITORING
6. CURRICULUM MODEL
7. REFERENCES
8. ASSOCIATED FORMS
9. APPENDICES

1. CONTEXT

- 1.1** Dovetree school is an independent special school that is part of the Witherslack Group. We cater for up to 50 pupils aged 8 to 19 with a variety of complex educational needs including but not limited to social, emotional, mental health, social communication difficulties, ASD, trauma, attachment difficulties and behaviours that challenge. Pupils that attend Dovetree all have an Education Health and Care Plan (EHCP) and have invariably experienced significant disruption to their educational experience and a notable percentage are in the care of their local authority. Pupils have often had limited positive engagement with education and may be working significantly below their age-related expectations when they join us. Despite the challenges faced by our pupils they all have significant strengths, talents and interests that can be nurtured in a small supportive environment
- 1.2** Our school benefits from grounds in a semi-rural residential location with good transport links and local amenities nearby to allow for the development of essential life skills and independence post-16. The site benefits from two small outdoor spaces with access to outdoor resources and range of specialist facilities and rooms. The school has a mixture of general classrooms equipped for multiple subject areas and specialist classrooms for most subject areas including more specific specialist areas such as our science lab, catering kitchen, computer suite, performing arts suite, design technology workshop, library and life skills room. Class sizes are deliberately small with every classroom benefiting from a minimum of 2 staff per class in secondary and 3 in our primary group. This is to ensure that pupils feel supported by a highly skilled team of educational, pastoral, care and therapy staff to allow them to flourish.

2. VISION, AIMS AND INTENT

- 2.1** Our 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 pupils to develop a love of learning, nurtured talent and experience success achieving positive outcomes
 - Ensuring every pupil is equipped with the fundamental skills needed to navigate life after school
 - Ensuring every pupil leaves a reader
 - Providing pupils with a language rich learning environment that supports pupils to develop their vocabulary and expressive language skills
 - Supporting pupils to remember, recall and apply what they learn and make progress in all subject areas

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 2
Linked to Policy Number:	OPSP11		

- Supporting pupils to be ready for the next stage of learning and fill gaps in their learning that may have occurred during their educational journey
- Supporting pupils have there are opportunities to fill gaps in foundational/functional skills without missing out on a broad and balanced curriculum
- Ensuring that there are opportunities to keep up and catch up with age related expectations
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Engaging pupils to raise their career aspirations
- Providing pupils with knowledge and experience of the workplace
- Developing pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supporting pupils to develop their independence
- Ensuring pupils are ready for transition and life beyond our school
- Engaging pupils to develop a positive perception of themselves and a sense of belonging
- Supporting pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience

2.2 Dovetree school values underpin things that are most important to successful engagement with life and mirror the neurosequential Model of therapeutics (Dr Bruce Perry) which gives insights into human development and functioning.



Safety – All staff, pupils and visitors need to feel safe at Dovetree both physically and emotionally to support effective **Regulation**. A safe space is essential for pupils to explore what education has to offer and engage fully in the learning experience

Kindness – All staff, pupils and visitors are encouraged to be kind to each other and support others even when it might be hard to. Everyone is encouraged to repair relationships that may have been hurt but unkind words or actions and seek ways to **relate** to one another.

Mindset – All staff, pupils and visitors are encouraged to challenge our own mindset

and the mindset of others that may negatively impact on each other's behaviour or achievements so that we can make **reasoned** choices about what is best for everyone.

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 3
Linked to Policy Number:	OPSP11		

These values are filtered into all aspects of school life and are essential for effective teaching and learning to take place. Many of the pupils that attend Dovetree have a background of trauma, attachment difficulties or have diagnoses of ASD or mental health issues. Using evidence-based approaches to adaptive teaching practice supports staff to better manage cognitive load and optimise recall skills by ensuring learners are ready to learn and develop as part of the Curriculum they experience at Dovetree. The neurosequential Model provides structure and awareness to staff in terms of how our bodies and brains function which can support the development of the essential skills, knowledge and understanding our young people need at school and beyond. Our values are celebrated weekly in assemblies and each half term we have a dedicated focus to one of the values. The are clearly displayed in every classroom as part of our vision to provide an ambitious and adaptive curriculum that meets the holistic and academic needs of every pupil at Dovetree.



- 2.3** Dovetree aims to train all staff in essential awareness of brain function using the Neurosequential Model, Rosenshine’s principles of instruction, multisensory teaching practice, PACE, etc...as well as more standard assessment of academic standards to provide a well-balanced holistic curriculum that is ambitious in its aim to move young people into success well beyond their time at Dovetree. It aims to incorporate a mixture of academic, vocational and life lessons to all tailored to the needs of the pupils in our care in addition to an Enrichment program to further enhance pupil’s educational experience. Pupils will be encouraged and supported wherever possible to access national curriculum and qualification/accreditation routes as appropriate to their level with an awareness and willingness to adapt where needed to ensure a whole pupil approach to the support and care we offer. As some student may enter Dovetree not at their age related expectations we also aim to fill gaps in learning particularly around fundamental foundation skills such as literacy, numeracy, phonics and reading
- 2.4** Dovetree School intends to offer all pupils an opportunity to develop their knowledge, skills and understanding across a wide range of subjects at the same time as addressing the social, emotional and mental health needs. The Curriculum at Dovetree starts from the point of entry and meet and greet they receive from dedicated staff at all levels. Tutor group sessions at three points during the day (start of the day, after lunch and the end of the day) allow for check ins with key adults, ensuring pupils feel safe and ready to learn whilst also offering an opportunity for them to further develop, reading skills, mental maths practice, communication skills, and explore PHSE/Personal Development, awareness days and SMSC topics with the staff that see them the most and provide that essential care and point of contact to engaging in reflection and seek additional support and guidance.

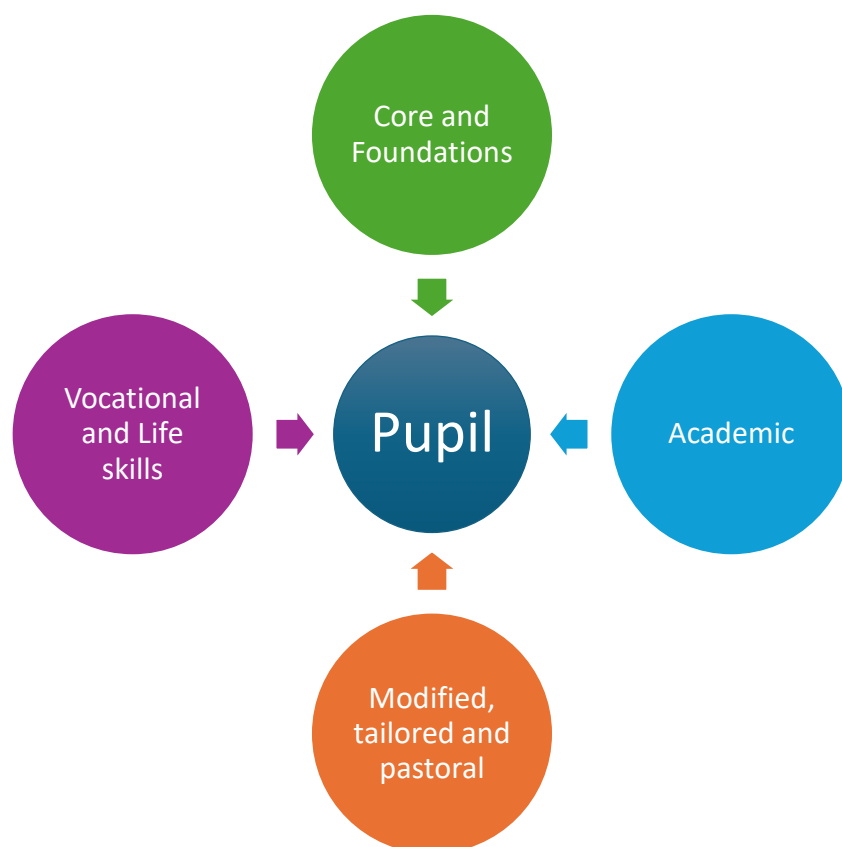
Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 4
Linked to Policy Number:	OPSP11		

Our curriculum is broadly broken down into four parts or pathways:

These parts build the curriculum from KS2 through to KS4 and post 16. At each key stage the amounts may vary but all are present to ensure pupils have a clear pathway through school and onto their intended outcomes

Core and Foundations

These refer to the core skills students need at every level of their education. From English Maths and Science to PE, Personal Development and Careers. Literacy, Numeracy, Reading, Phonics and Oracy are all part of the core and foundations that support pupil to access other parts of the curriculum as well as gaining success in those areas and the wider world outside of Dovetree.



Academic

These areas and subjects that are more traditional classroom-based study and support progression into further study beyond school. They allow pupils to develop their knowledge, skills and understanding in depth of subjects of interest (and compulsory National Curriculum subjects) which can then lead to GCSEs at KS4

Vocational

These subjects have a more practical or career-based focus to support pupils to gain insight into some of the practicalities of the subjects. They also look at the application of functional life skills and ensuring they have a robust plan post 16. Pupils can gain Level 1 and Level 2 Qualifications and BTECs in a range of subjects at KS4

Modified, Tailored and Pastoral

This area is all about the adaptability of the curriculum both in terms of subject and pastoral support. All pupils at Dovetree have an EHCP which identifies the provisions needed to support the individual needs of pupils and is reviewed through our ITAC process. It has a focus on addressing the more bespoke SEND needs of pupils and whole school engagement around the school community, social and emotional needs of pupils and wider barriers to learning that are Dovetree specific using Positive Behaviour Support (PBS) and Trauma informed approaches to what we deliver, paired with Interventions around basic skills like literacy and numeracy. This includes work with specific groups and staff to address needs and more tailored sessions around areas like reading, vocabulary, anti-bullying, student council, pupil voice. The tutor time sessions and continual support offered by all

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 5
Linked to Policy Number:	OPSP11		

staff forms part of the pastoral and therapeutic curriculum as well and having the additional support and guidance provided by the SENCO, HLTAs and Pastoral and Therapeutic teams onsite.

At KS4 we also offer a modified curriculum to ensure a broad and balance curriculum remains available to every student but acknowledging that the process may need more levels to achieve their goal. The modified tailored and pastoral part can be different for every child and seeks to reduce barriers to learning and ensures future success wherever possible ensuring the best possible outcomes and support for every pupil at Dovetree.

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at OUR School ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the whole school curriculum
- Regular monitoring activities are carried out 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
- Support staff including teaching assistants and pastoral care staff are effectively allocated to ensure the best possible delivery of all aspects of the Dovetree Curriculum
- 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
- Pupils have a voice in shaping aspects of the curriculum to best meet their needs through ITACs, annual reviews, teacher feedback and student council and surveys
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps

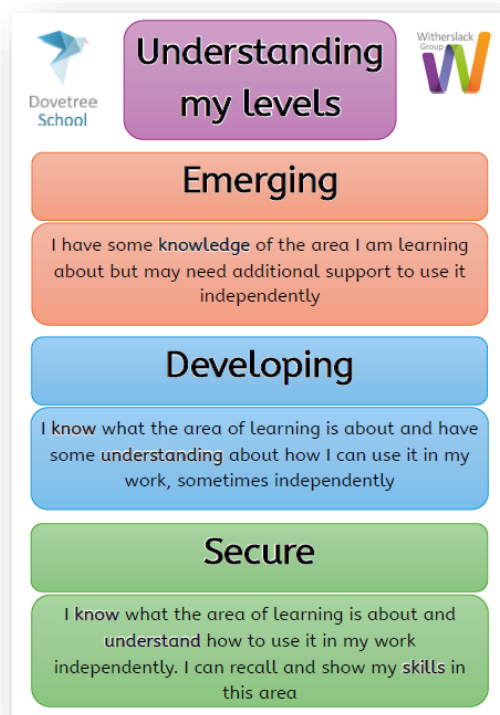
3.2 *The teaching staff at OUR School ensure that:*

- The curriculum is planned and delivered to support pupils to develop skills, knowledge understanding, application 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 adapted strategies are used to ensure all pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 6
Linked to Policy Number:	OPSP11		

- Pupils know their next steps and how to get there, with opportunities to discuss their own learning using the terms “emerging”, “developing” and “secure” to identify where the pupils are with their learning and how to move to the next level. Posters displaying the levels are clearly displayed in all classrooms following student survey feedback
- Parents/carers are provided with high-quality reports and feedback which reflects what their children have been learning and how they will be supported to progress further
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps using the terms “emerging”, “developing” and “secure” mapped with TRACKABLE
- Subject leads provide support and advice for colleagues, and monitor progress in their subject area

Teaching staff effectively deploy support staff to enhance the learning experiences of pupils in the classroom and ensure pupils are supported to engage in successful learning



3.3 **Clinical staff ensure that:**

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils

Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood

3.4 **Pastoral Staff ensure that:**

- Appropriate pastoral support is provided to intervene with barriers to learning
- PBS plans are available to all staff and regularly updated to support learners
- Where intervention is needed to address pastoral based barriers to learning such as group dynamics additional pastoral support is allocated to reduce the impact on learning for all involved
- Young people are encouraged to voice their views on all aspects of school life via pupil surveys and the student council.
- Weekly enrichment opportunities are available for Friday afternoons to support and develop the pupils social skills

All staff ensure that:

- High expectations are always maintained for pupils and themselves, in all aspects of school life
- 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

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 7
Linked to Policy Number:	OPSP11		

- Pupils are educated in a positive learning environment that encourages learning from mistakes and being inquisitive. Curiosity and interest in learning more are celebrated at every opportunity
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil progress and achievements are celebrated, and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 Curriculum Delivery

Our school timetable comprises of thirty teaching periods per week for each year group. Whilst teaching periods make up most curriculum delivery it is recognised that every interaction can be an intervention and provide learning opportunities to our pupils. 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. Pupils are taught by specialists wherever possible and where non specialists are utilised, they are closely supported and supervised by others to ensure the best outcomes for all. 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. All pupils also benefit from a timetabled slot for Functional Life Skills to support pupils catching up and keeping up with fundamental skills for learning, in particular core subject gaps. At Key stage 2 Functional Life Skills takes the form of a “fix it time” lesson where students can go over their prior learning and correct misconceptions and mistakes or engage in self, peer or mark the teacher activities to consolidate prior learning. KS4 also benefit from a guided independent study and revision session where staff provide strategies to effectively revise and work independently on areas for qualification and examination preparation.

Through high quality teaching of knowledge, skills, understanding, application 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 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
- Weekly assemblies
- An annual awareness calendar of event trips and visits
- Real-world and functional activities
- Chunking of lessons with clear transition points
- Rosenshine’s Principles of instruction
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding

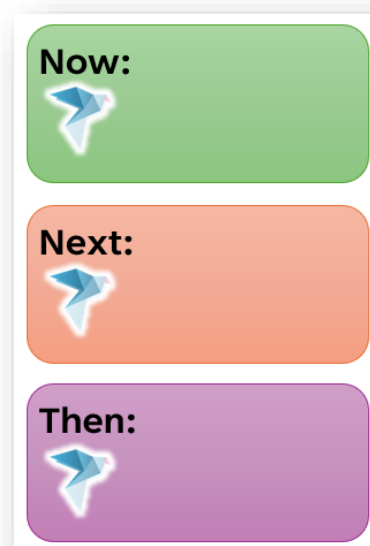
Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 8
Linked to Policy Number:	OPSP11		

- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning
- Multisensory learning techniques
- Functional Life Skills sessions that respond to identified gaps in learning
- Allocated “catch up” and “fix-it” time (to address misconceptions in learning and to address missed learning opportunities)

All classrooms use a Now Next and Then poster to help pupils to prepare for transitions in learning

Staff receive additional training throughout the school year to support responsive and adaptive teaching practice and ensure that their practice is effective, and evidence based.

Staff are also encouraged to use Classroom screen to provide visual check lists, widgets and visuals to make the learning more engaging and interactive



4.2 **Key Stage 2 (Years 4 - 6)**

KS2 pupils start their school journey in designated primary classroom and are taught most of their lessons by their class teacher with some teaching from subject specialists to support the eventual transition to secondary. Pupils access the National Curriculum subjects through a Nurture based thematic curriculum, with additional interventions offered as required. There is a focus on reading and ensuring gaps in prior learning are addressed, including the teaching of phonics to early readers and ensuring that students are as secondary ready by the end of year 6 as possible. All Primary classes have access to additional teaching assistant support in class to target needs at the earliest opportunity.

Pupils access all the following subjects through a mixture of project based and discreet lessons as needed: English, Maths, Science, Computing, PE, Personal Development (PSHE/Careers/Citizenship including RSE), Humanities, Performing Arts, Art & Design, Design Technology including Food, SMSC and Enrichment. Built into the timetable are specific occupational health sessions, guided relaxation and regulation sessions (Calm time) and choose time to support independent and experiential learning opportunities. Individual pupils also access clinical/therapeutic input as appropriate to their needs.

4.3 **Key Stage 3 (Years 7 – 9)**

KS3 groups consist of a mixture of static groups with their own dedicated classroom where the majority of their lessons are in the same room and moving groups who have a tutor room but access lessons in subject specialist classrooms as appropriate to the needs of the group or individual. They access National Curriculum subjects with a continued focus on reading. There is a dedicated transitional group located in the primary section of the building to support those that need longer to transition and most lessons are taught by one teacher. There is then an additional transitional group based in secondary which has a mixture of lessons taught in their own static classroom and some in specialist rooms based in the secondary section of the building this adds an addition layer to supporting a smoother transition into secondary provision for those that need it. Students in year

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 9
Linked to Policy Number:	OPSP11		

9 will be asked to select their option subjects for year 10 and 11 in line with their career aspirations. As part of a process starting after February half term.

Pupils access:

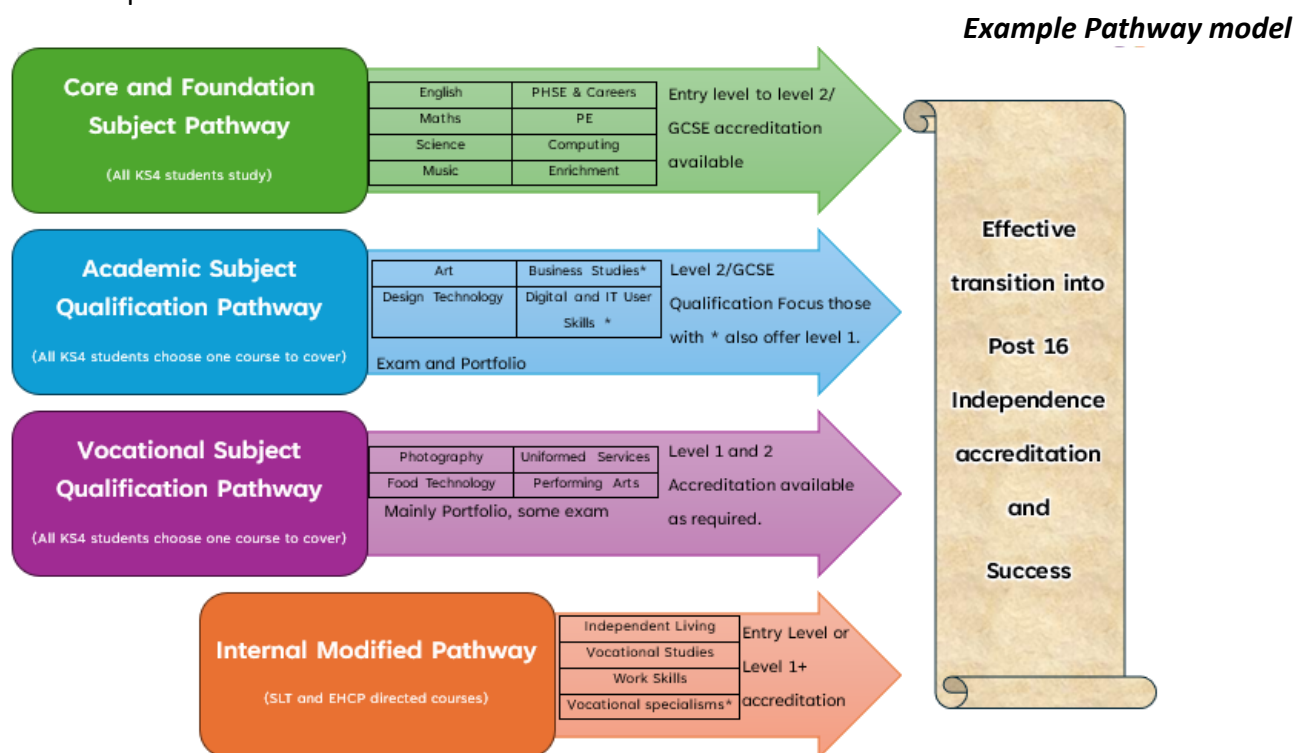
English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Music, Drama, Design Technology, Personal Development, SMSC and Enrichment.

KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 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 curriculum made of

Core and foundation (green) pathway; English, Mathematics, Science, PE, Computing, Personal Development (PSHE/Citizenship/Careers and RSE), and Enrichment. Pupils also select two option subjects in year 9 from the Vocational (Purple) Pathway and the Academic (Blue) pathway and will start their KS4 studies in the last term of year 9 as part of their transition into KS4. Some pupils will also be allocated to a modified curriculum pathway to ensure the appropriate level of qualification. This pathway gives pupils an opportunity to still study their preferred option subjects but at a level that is more suitable for their starting point but still allows progression into their future. Where a modified curriculum pathway is required this will be agreed with pupils, parents and the senior leadership team



4.5 Key Stage 5 (Years 12 – 14)

At Key Stage 5, the DfE's 16-19 study programmes provide sixth form pupils with a structured learning programme which supports development, progression and pupil aspirations. A combination of all of the elements below are provided to each pupil:

- Substantial qualifications offering stretch and preparation for transition to education at the next level or for employment (offered on-site or as part of a bespoke package with a link FE college as linked to pupil need).

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 10
Linked to Policy Number:	OPSP11		

- English and Mathematics where a GCSE at grade 4 has not yet been achieved
- Work experience and/or work-related learning
- Other non-qualification activity to develop character, broader skills, attitudes and confidence and to promote a successful transition to adulthood (including PSHE/Citizenship/Careers, Employability, Personal Development and Enrichment).

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

4.6 Residential Pupils

Residential pupils (Fairfield and Vinegrove, 52 Week Placements) access their class group during the school day, and they will also have the opportunity to gain further accreditation where appropriate to their needs. This is specific to the individual pupil and linked to the development of key life skills and in accordance with their EHCP, PEPs and Care plans

4.7 Homework

At our 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.

Homework may also be used to ensure that pupils do not fall behind where they have refused to or not been able to complete the work in lesson. This may be part of reflection and reparation or to ensure essential content is not missed.

4.8 Reading

At Dovetree, we believe that reading is both the foundation of learning and the gateway to curiosity, imagination, and independence. Our vision is for every pupil to become a confident, fluent reader who can access the full curriculum and engage meaningfully with the world beyond school. Reading for pleasure is central: pupils are encouraged to discover texts that spark interest and imagination, building empathy, emotional literacy, and cultural awareness. We want all pupils to experience reading not only as a skill but as a source of enjoyment, comfort, and enrichment. Alongside this, pupils are taught the strategies they need to read critically and with understanding. From developing decoding and fluency at Key Stage 2, to exploring whole texts and diverse voices at Key Stages 3 and 4, our aim is for pupils to progress from supported readers into independent, evaluative ones. We have the power to broaden horizons, improve vocabulary, inspire creativity, and provide every child with the opportunity to connect with new ideas and perspectives. Through this, pupils leave Dovetree with the stamina, resilience, and love of reading that will sustain them in education, work, and life.

Every child is taught a range of strategies to support their development into a confident, independent reader. In Key Stage 2, pupils continue to secure their fluency and comprehension skills through daily opportunities to read a wide range of texts. They are supported with phonics where needed, alongside structured vocabulary and comprehension teaching. Reading is practised through class texts, the library, and guided discussions, helping pupils to build stamina, fluency, and enjoyment. Book talk is encouraged so that pupils can empathise with characters, share ideas, and make links across their learning. In Key Stages 3 & 4, extracts are placed at the heart of each unit of work, anchoring learning and giving it academic and real-life context. Pupils are taught to read for meaning, inference, and analysis, and to connect what they read to wider social, moral, and cultural issues. Reading is enriched through teacher modelling, shared discussion, and opportunities to evaluate and compare different viewpoints. This ensures pupils become fluent, critical readers who can access challenging texts with confidence by the end of Key Stage 4.

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 11
Linked to Policy Number:	OPSP11		

4.9 Oracy and Pupil Expression

Oracy and Pupil Expression are fundamental components of our curriculum, integral to students' cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using a multi-modal approach, spoken language, engage in dialogue, and listen actively. We recognise oracy as a vital skill that underpins not only academic achievement but also students' ability to participate fully in a democratic society, both within and beyond Dovetree.

We believe that Oracy skills are essential for students to articulate their ideas, feelings and needs, collaborate with others, and engage critically with diverse viewpoints. Developing these skills prepares students for future personal and professional success, enhances their capacity to learn across the curriculum, and promotes well-being by fostering confidence and self-expression.

- Develop students' ability to express themselves, speak fluently, coherently, and confidently in a range of formal and informal contexts.
- Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.
- Teach students to listen actively and respond appropriately to the contributions of others.
- Encourage students to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions.
- Provide opportunities for students 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.

At Dovetree we use a range of different strategies and interventions to encourage Oracy and Pupil Expression in formal and informal contexts. Pupils at Dovetree are encouraged to “use their voice” and express how they feel, what they need and share their interests. Just some of the strategies and ways Dovetree encourage Oracy and Pupil Expression are included below:

Teaching listening as a skill	Blank levels	Awareness of differences in Communication to Communication grab sheets	Colourful Semantics	Zones of Regulation	Emotional Literacy sessions
Social Communication groups	Comic Strip Conversations	1-1 Key Work sessions	Sensory sessions	Speech and Language Sessions	Therapy Sessions
Lego Therapy	Lyric writing and music sessions	Student Council	Student roles, e.g. anti bullying ambassador	Timetabled Trusted Adult time	Hot Chocolate with the Head
Termly team building communication games for tutor groups	Talkative Tuesday Intervention slot with tutor groups to encourage conversation	Widgit based Communication support	Makaton based support for phonics	Celebration Assemblies	Community performances/visits
Community event hosting (e.g. Macmillan Coffee Morning)	Drama Curriculum Content	Curriculum assessment feedback discussions	Pupil forums and panels for Interviews	English Curriculum Content (Speaking and Listening)	Communication rich classrooms

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 12
Linked to Policy Number:	OPSP11		

4.10 *Therapeutic Provision*

Our 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. All pupils have access to the same Zones of Regulation Poster in every room to ensure continuity and a recognisable way for pupils to express which zone they are in. Some staff also utilise smaller versions of this poster



on desks and in books as appropriate to the needs of the pupils they teach. 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 in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.11 *Physical Education and outdoor learning*

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 but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification. Pupils in KS2 and KS3 also have access to Outdoor Learning in local woodland to further support their physical and mental wellbeing by spending time outdoors whilst learning essential life skills.

4.12 *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 up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 13
Linked to Policy Number:	OPSP11		

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 IAG. 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.

PHSE is taught in tutor groups to support students with some of the more challenging topics in a safe space with adults they see daily. Additional resources from the PHSE Association, Life Lessons (RSE) and additional age specific quality assured resources form parts of the

4.13 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.

The School awareness calendar of days, weeks and months further enhance the development of whole school awareness of SMSC and support the students to raise awareness and celebrate a diverse range of topic

4.14 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 our 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 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:

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 14
Linked to Policy Number:	OPSP11		

- 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 have an understanding of 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 approach to inform the next steps for pupils and to monitor the wider impact of curriculum. Achievement of key concepts and skills are tracked three times a year using assessment system, Trackable.

Wherever possible, we enter Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, a discussion with parents and carers will take place to ensure the best possible course of action is taken

The expectation is that all Key Stage 4 and 5 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 and other appropriate assessments as appropriate to the needs identified and the interventions required to address them.

Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker, with all staff contributing to the recording of the achievements and outcomes of our pupils

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.

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 15
Linked to Policy Number:	OPSP11		

There is a series of curriculum deep dives which are scheduled throughout the academic year to ensure any areas of development are identified and addressed swiftly. Additional CPD and coaching is also available to all staff

Our 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

6.1 Our curriculum centres around safe and engaging learning environments where every pupil can access a rich and ambitious curriculum tailored to their needs for them to fulfil their potential.

Staff and pupils are encouraged to express clear expectations for everyone both in terms of conduct and learning in the classroom. This forms part of the tutor time curriculum following a return from a holiday period or where there may have been a significant disruption to the group or need to re-assert expectations and boundaries to provide clarity. Different staff and pupils have autonomy about how this is carried out based on the most effective way to ensure full discussion and understanding for all.



What are our shared expectations?

Tutor Group

Students need to:

Staff need to:

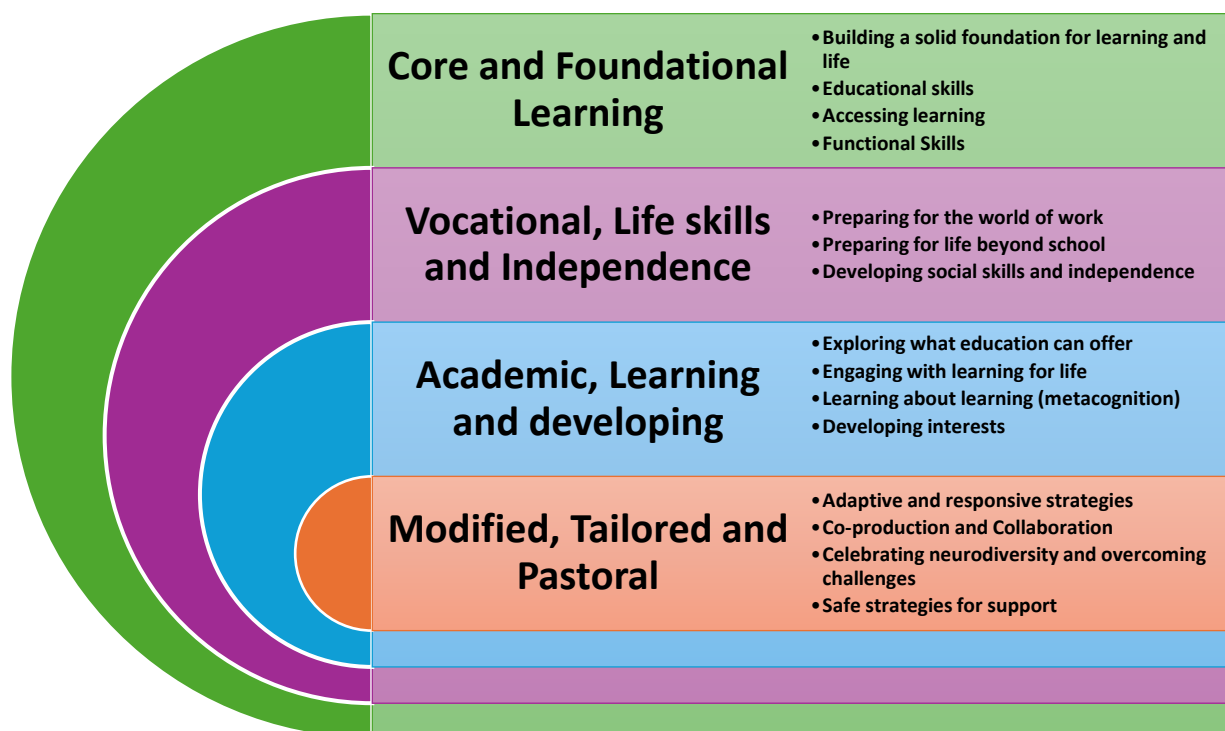
Staff have access to a standard A3 poster or Widgeit based Visual Needs Mat to support these conversations. These expectations form the foundation for all curriculum delivery to ensure effective learning can take place.

The Curriculum Model attempts to engage every pupil in all aspects of the school curriculum to set them on the right learning journey towards a successful future. In planning the

curriculum model each year we acknowlege that there are multiple routes to get to the same destination, some pupils will spend longer on some parts of the journey than others and some may spend less time but the model aims to ensure that the curriculum offers every pupil with an opportunity to reach their destination equipped with the skills, knowledge and understanding to navigate life beyond Dovetree.

As stated earlier there are four parts to the Dovetree Curriculum which form the basis of the different pathways or parts of the journey to success. Pupils at Dovetree will experience aspects of all pathways to varying degrees as appropriate to their individual needs. The ongoing development of the curriculum to better serve the pupils at Dovetree will mean that different stops on the route will be added or removed as required.

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 16
Linked to Policy Number:	OPSP11		



7. REFERENCES

Assessment Policy
 Intervention Policy
 Pastoral policy
 SEN Policy
 Equal Opportunities, Equality and Diversity Policy
 Accessibility Policy
 Positive Behaviour Support Policy
 All subject specific policies
 Careers Policy
 PSHE and Citizenship policy
 SMSC policy
 RSE policy

8. ASSOCIATED FORMS

9. APPENDICES

Document Number: DTS-V01-0925	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 17
Linked to Policy Number:	OPSP11		