

Local Procedure/Protocol

School/Home Name:	Pontville School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
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Procedure/Protocol Lead:	Loree Smith
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.	

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	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** Pontville School is an independent special school and part of the Witherslack Group. The school provides education for pupils aged 5 to 19 across two sites in Ormskirk and Skelmersdale. Our pupils have a wide range of strengths, interests and aspirations alongside special educational needs, including autism, ADHD, speech, language and communication needs, and associated social, emotional, mental health and sensory needs. All pupils have an Education, Health and Care Plan (EHCP).

Pupils join Pontville from a variety of educational backgrounds and bring diverse experiences, talents and ambitions. For some pupils, previous educational placements have not fully met their needs, resulting in disrupted learning, reduced confidence, barriers to attendance or difficulties accessing education successfully. Some pupils are also supported by local authority services and multi-agency professionals.

At Pontville, we recognise that every pupil is unique and capable of success. Through strong partnerships with families, local authorities and our multidisciplinary team, we identify strengths, remove barriers to learning and wellbeing, and create opportunities for pupils to thrive academically, socially and personally. We maintain high aspirations for all pupils and provide an ambitious, personalised and inclusive education that develops communication, wellbeing, independence and preparation for adulthood.

Our aim is that every pupil leaves Pontville with the knowledge, skills, qualifications and confidence needed to progress successfully into further education, employment, training and adult life.

- 1.2** Pontville School benefits from extensive grounds across its two sites, providing an engaging, therapeutic and inclusive environment in which pupils can learn, develop and thrive. We make full use of both our indoor and outdoor environments to support learning, wellbeing, personal development and preparation for adulthood.

The school is well resourced and offers a comprehensive range of specialist facilities, including a 16-19 centre, science laboratories, food technology facilities, motor vehicle workshop, hair and beauty salon, and outdoor learning environments. These facilities support a broad and ambitious curriculum that combines academic achievement, vocational learning, personal development and preparation for adulthood.

Class sizes are deliberately small to ensure pupils feel supported, valued and understood. Our highly skilled multidisciplinary team of education, pastoral, safeguarding and clinical professionals work collaboratively to support learning, communication, wellbeing, attendance, emotional regulation and personal development, helping every pupil to achieve their individual aspirations.

Through high-quality teaching, therapeutic support, enrichment opportunities, cultural capital experiences, the Pontville Pledge and meaningful community engagement, pupils develop confidence, resilience, independence and a strong sense of belonging, ensuring they are well prepared for their next stage of education, employment, training and adult life.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 2
Linked to Policy Number:	OPSP11		

2. VISION, AIMS AND INTENT

2.1 The Pontville Curriculum

Learn. Thrive. Belong. Achieve.

At Pontville School, we believe every pupil deserves an ambitious, engaging and inclusive education that enables them to achieve, thrive and realise their potential. We maintain high expectations for all pupils and are committed to ensuring that every learner, regardless of their starting point, is supported to make meaningful progress and achieve success in school and beyond.

Our curriculum has been designed specifically for pupils with autism, ADHD, speech, language and communication needs, and associated social, emotional, mental health and sensory needs. We recognise and celebrate the strengths, interests, aspirations and experiences of every pupil. Through high-quality teaching, personalised support and evidence-informed practice, we remove barriers to learning and ensure all pupils can access a broad, ambitious and well-sequenced curriculum.

The curriculum is designed to develop the knowledge, skills, vocabulary and understanding pupils need to succeed in learning, participate positively in society and prepare for adulthood. Strong foundations in communication, literacy, numeracy and personal development enable pupils to access the wider curriculum, develop independence and achieve increasingly positive outcomes.

Personal Development is the golden thread that runs throughout the Pontville Curriculum. Through learning experiences, enrichment opportunities, the Pontville Pledge, therapeutic support and community engagement, pupils develop the confidence, resilience and independence needed to thrive in modern society.

Underpinned by our values of Respect, Responsibility and Pride, we aim to ensure that every pupil leaves Pontville as a confident learner, effective communicator, active citizen and increasingly independent young adult, equipped with the knowledge, skills, qualifications and experiences needed for further education, employment, training and adult life.

Our curriculum is informed by educational research, responsive to individual need and regularly reviewed to reflect pupil aspirations, destination outcomes and the changing needs of society.

Learn

We aim to:

- Inspire curiosity, aspiration and a lifelong love of learning.
- Ensure pupils acquire, retain and apply knowledge and skills across the curriculum.
- Develop strong foundations in communication, literacy, numeracy and digital literacy.
- Ensure every pupil develops as a reader.
- Extend pupils' vocabulary, language and understanding of the world.
- Enable pupils to know more, remember more and do more over time.
- Support pupils to make progress from their individual starting points through a carefully sequenced curriculum.
- Enable pupils to achieve qualifications and accreditation appropriate to their strengths, interests and aspirations.

Thrive

We aim to:

- Promote positive emotional, mental and physical wellbeing.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 3
Linked to Policy Number:	OPSP11		

- Develop confidence, resilience, self-belief and independence.
- Support pupils to develop emotional literacy, self-regulation and effective coping strategies.
- Enable pupils to make informed decisions, manage risk and stay safe.
- Encourage pupils to recognise and build upon their strengths and achievements.
- Develop self-advocacy, responsibility and positive attitudes to learning.
- Ensure pupils feel safe, valued and supported to succeed.

Belong

We aim to:

- Foster a culture of inclusion, belonging and high expectations.
- Support pupils to develop positive relationships and effective social communication skills.
- Enable pupils to understand their rights and responsibilities and express their views appropriately.
- Develop spiritual, moral, social and cultural understanding.
- Promote respect for diversity, equality, British Values and protected characteristics.
- Provide opportunities for leadership, participation and contribution through the Pontville Pledge and wider school life.
- Help pupils become responsible, respectful and active members of their communities.

Achieve

We aim to:

- Raise aspirations and promote ambitious outcomes for all pupils.
- Enable pupils to develop the knowledge, skills and qualifications needed for future success.
- Provide meaningful experiences of the workplace, wider community and adult life.
- Develop employability skills including communication, literacy, numeracy, digital literacy, teamwork, leadership, creativity and enterprise.
- Develop independence, life skills and self-advocacy that support successful adult lives.
- Prepare pupils for successful transitions into further education, employment, training and adulthood.
- Ensure pupils leave Pontville equipped with the knowledge, skills, qualifications, experiences and confidence needed to achieve their ambitions and future goals.

3. ROLES AND RESPONSIBILITIES

3.1 Leaders at Pontville School ensure that:

- Staff are actively involved in the design, implementation and ongoing development of the curriculum.
- The curriculum remains ambitious, broad, balanced and responsive to the strengths, needs and aspirations of pupils.
- Curriculum pathways are accessible, inclusive and maintain high expectations for all pupils.
- Regular monitoring, evaluation and quality assurance activities ensure that curriculum implementation is effective and enables pupils to achieve positive academic, personal development and preparation for adulthood outcomes.
- Reading, communication, literacy and numeracy remain central priorities across the curriculum.
- Personal Development remains the golden thread that runs throughout the curriculum and wider school experience.
- High-quality teaching, assessment and adaptive practice are consistently implemented across the school.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 4
Linked to Policy Number:	OPSP11		

- Subject leaders are supported to develop curriculum leadership, subject expertise and evidence-informed practice.
- Staff receive high-quality professional development that strengthens curriculum, pedagogy, SEND, communication, safeguarding and inclusion expertise.
- Parents and carers receive regular information about the curriculum, pupil progress, achievements and next steps.
- Strong partnerships are maintained with families, local authorities and external professionals to secure positive outcomes for pupils.

3.2 Teaching staff at Pontville School ensure that:

- The curriculum is planned and delivered so that pupils acquire, retain and apply knowledge, skills and vocabulary over time.
- Learning is ambitious, engaging and appropriately sequenced, enabling pupils to know more, remember more and do more.
- Curriculum delivery reflects pupils' strengths, needs and aspirations and takes account of outcomes and strategies identified within EHCPs, PEPs and other relevant documentation.
- Adaptive teaching is used to remove barriers to learning and ensure all pupils are appropriately supported and challenged.
- Communication, literacy, numeracy and personal development are promoted across all curriculum areas.
- Reading is prioritised and pupils are supported to develop fluency, comprehension, vocabulary and a love of reading.
- Pupils access practical, experiential and community-based learning opportunities beyond the classroom.
- Pupils understand what they are learning, know their next steps and are encouraged to reflect on their progress and achievements.
- Assessment is used effectively to identify strengths, misconceptions, barriers to learning and next steps.
- Parents and carers receive high-quality information about their child's learning, progress and development.
- Subject leaders monitor curriculum implementation, progression and outcomes and provide guidance and support for colleagues.

3.3 Clinical staff ensure that:

- Appropriate therapeutic support is provided to assess, understand and respond to pupils' communication, sensory, social, emotional and mental health needs.
- Specialist recommendations, strategies and interventions support learning, participation, wellbeing and personal development.
- Education, pastoral and clinical teams work collaboratively to identify and remove barriers to learning, attendance and engagement.
- Specialist advice supports communication, independence, emotional regulation and preparation for adulthood.
- Clinical expertise contributes to the development of communication-rich, inclusive and neurodiversity-affirming learning environments.
- Therapeutic approaches are embedded across school life to support positive outcomes and wellbeing.

3.4 All staff ensure that:

- High expectations are maintained for all pupils and themselves.
- Positive relationships are fostered so that pupils feel safe, valued, respected and able to succeed.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 5
Linked to Policy Number:	OPSP11		

- Reading, learning, curiosity, independence and high aspirations are actively promoted and role-modelled.
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach.
- Pupils are supported to communicate effectively, express themselves appropriately and develop increasing confidence and self-advocacy.
- Pupils are supported to develop their literacy, numeracy, communication and wider life skills with increasing independence.
- Personal Development is promoted through daily interactions, curriculum experiences and wider school life.
- Achievement, effort, progress and personal success are recognised and celebrated.
- Inclusion, respect, responsibility and pride are promoted throughout the school community.
- They contribute positively to the school's culture of safeguarding, continuous improvement and shared responsibility for pupil success.

4. IMPLEMENTATION

4.1 Curriculum Design

The Pontville Curriculum is designed to ensure that every pupil can Learn, Thrive, Belong and Achieve. It provides a broad, balanced and ambitious entitlement that equips pupils with the knowledge, skills, communication and personal attributes needed for success in school and later life.

The curriculum is built around clearly defined end points and progression models. It is coherently sequenced so that knowledge, vocabulary and skills develop cumulatively over time, enabling pupils to make meaningful connections between prior, current and future learning.

Long Term Plans identify the essential knowledge, substantive knowledge, disciplinary concepts, Tier 2 and Tier 3 vocabulary, and learning threads that pupils are expected to acquire throughout their educational journey. This ensures pupils develop both the knowledge required to access individual areas of study and an understanding of how knowledge is generated, applied and communicated within different disciplines. Medium Term Plans translate these into carefully sequenced units of learning that identify progression, retrieval opportunities, assessment checkpoints, common misconceptions and adaptive approaches. This ensures consistency, coherence and progression while enabling teachers to respond effectively to individual needs.

Particular emphasis is placed on securing strong foundations in communication, reading, writing and mathematics. These foundational skills enable pupils to access increasingly complex learning, participate successfully across the curriculum and develop greater independence over time. Where gaps in learning are identified, these are addressed through high-quality teaching, adaptive practice and timely intervention.

Reading, communication and personal development are central drivers of curriculum design. Preparation for adulthood is embedded throughout the curriculum, ensuring pupils develop the confidence, independence, self-advocacy and life skills required for successful futures.

All pupils are entitled to an ambitious curriculum. Adaptations are made to improve access to learning and remove barriers to success, not to reduce ambition, curriculum breadth or expectations.

Curriculum Delivery

Curriculum delivery is guided by the principles of Learn, Thrive, Belong and Achieve. Through high-quality teaching, positive relationships and ambitious expectations, pupils are supported to develop secure knowledge, effective communication, emotional resilience and increasing independence.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 6
Linked to Policy Number:	OPSP11		

Learn

- Learning is designed to ensure pupils know more, remember more and do more over time.
- Teachers explicitly teach core knowledge, concepts, vocabulary and skills through carefully sequenced learning experiences.
- Vocabulary instruction includes the deliberate teaching of substantive, disciplinary, Tier 2 and Tier 3 vocabulary to support curriculum access, communication, reading comprehension and long-term retention.
- New learning builds upon prior knowledge, helping pupils strengthen understanding and transfer learning into long-term memory.
- Pupils develop disciplinary knowledge and learn how knowledge is generated, organised and applied within different subjects.
- Vocabulary development is planned and explicitly taught across all curriculum areas so that pupils can access learning, explain their thinking and communicate effectively.

Thrive

- Pupils learn best when they feel safe, valued and ready to learn.
- Learning environments are structured, predictable and responsive to individual needs.
- Staff work collaboratively with pastoral and clinical colleagues to identify and remove barriers to learning, attendance and engagement.
- Opportunities to develop resilience, emotional literacy, self-awareness and self-regulation are embedded throughout curriculum experiences and wider school life.
- Pupils develop the confidence and personal skills needed to embrace challenge and become increasingly independent learners.

Belong

- Communication, relationships and participation are central to the Pontville Curriculum.
- Pupils are supported to develop a strong sense of identity, belonging and contribution within school and the wider community.
- Communication and oracy are developed through planned opportunities for discussion, collaboration, explanation, presentation and self-advocacy.
- Learning experiences encourage pupils to listen actively, express ideas confidently, respect different viewpoints and contribute positively to society.
- Through enrichment, community engagement and wider curriculum experiences, pupils develop the social and interpersonal skills needed for adult life.

Achieve

- High aspirations and expectations are maintained for every pupil.
- Learning is connected to meaningful outcomes and real-life application, helping pupils understand the relevance and purpose of their learning.
- The curriculum combines academic achievement, personal development and preparation for adulthood.
- Pupils develop increasing independence, responsibility, employability skills and self-advocacy as they progress through school.
- Qualifications, accreditation, careers education, enrichment, community participation and preparation for adulthood experiences support positive destinations beyond Pontville.

Curriculum Implementation

The curriculum is implemented through evidence-informed teaching approaches that support pupils to acquire, retain and apply knowledge successfully.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 7
Linked to Policy Number:	OPSP11		

Leaders ensure that the curriculum is implemented consistently across all subjects and key stages while recognising the distinctive disciplinary demands of individual subjects. Teachers are supported to develop strong subject knowledge, curriculum understanding and expertise in effective teaching approaches to ensure pupils receive high-quality learning experiences throughout their school journey.

Across all curriculum areas, teachers:

- Explicitly teach core knowledge, concepts and vocabulary.
- Build learning upon prior knowledge and understanding.
- Use retrieval practice and spaced review to strengthen long-term memory.
- Support pupils to develop metacognitive and self-regulation strategies so they can increasingly plan, monitor and evaluate their own learning.
- Develop disciplinary understanding and subject-specific thinking.
- Embed communication and oracy across all areas of learning.
- Present information clearly and check understanding systematically.
- Identify and address misconceptions promptly.
- Use assessment to inform teaching and curriculum decisions.
- Provide opportunities for guided practice, independent application and problem-solving.
- Adapt learning to remove barriers while maintaining ambition and high expectations.
- Promote increasing independence, self-regulation and self-advocacy.
- Model thinking processes, reasoning and problem-solving explicitly, including demonstrating how mistakes can be identified, reflected upon and corrected as part of the learning process.
- Connect learning to preparation for adulthood, future aspirations and life beyond school.

Assessment is used diagnostically, formatively and summatively to identify strengths, misconceptions and next steps in learning. Leaders and teachers use assessment information, work scrutiny, lesson visits and pupil voice to evaluate how successfully pupils are learning the intended curriculum and to inform ongoing curriculum refinement.

Additional adults are deployed strategically to support access to high-quality teaching while promoting increasing independence. Adaptations are informed by EHCP outcomes, communication profiles and individual needs, ensuring pupils can access ambitious curriculum content and achieve success from their individual starting points.

Through this approach, pupils develop secure knowledge, strong communication skills, positive learning behaviours and the confidence to learn, thrive, belong and achieve throughout their lives.

Consistent Learning Routines

To support confidence, independence, communication and long-term retention, pupils experience consistent learning routines across the curriculum. Whilst recognising the distinctive nature of individual subjects, lessons typically include:

- Clear learning intentions, success criteria and intended outcomes.
- Retrieval of prior learning.
- Explicit teaching of key vocabulary.
- Teacher modelling and worked examples.
- Guided practice and independent application.
- Structured opportunities for discussion and oracy.
- Regular checking for understanding.
- Review and consolidation of learning.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 8
Linked to Policy Number:	OPSP11		

Teachers may utilise visualisers, live modelling, worked examples, sentence stems and scaffolds to support understanding, reduce cognitive load and promote independence.

4.2 Primary Phase (Key Stage 1 and Key Stage 2)

Pupils begin their Pontville journey within the Primary Phase, where they learn within nurturing classroom environments that provide consistency, routine, positive relationships and a strong sense of belonging. Most lessons are delivered by specialist Primary teachers, supported by teaching assistants and specialist staff where appropriate.

The Primary curriculum is designed to secure strong foundations in communication, reading, writing, mathematics and personal development, enabling pupils to access increasingly complex learning as they progress through the school. Through ambitious expectations, adaptive teaching and personalised support, pupils develop the knowledge, skills and confidence needed for future learning and life beyond school.

Pupils access a broad and balanced curriculum based on the National Curriculum, adapted to meet individual strengths, needs and EHCP outcomes whilst maintaining high expectations for all learners. Learning is carefully sequenced to develop knowledge, vocabulary and skills cumulatively over time, with a particular emphasis on communication, literacy, numeracy, independence and positive learning behaviours.

Reading is prioritised throughout the Primary Phase. Pupils at the early stages of reading receive systematic synthetic phonics teaching through the Read Write Inc. programme alongside targeted interventions where required. Reading fluency, comprehension, vocabulary development and reading for pleasure are promoted across the curriculum to ensure pupils develop the skills, confidence and enjoyment needed to become successful lifelong readers.

Personal Development is embedded throughout the Primary curriculum. Pupils are supported to develop confidence, resilience, emotional literacy, social communication skills and self-regulation through learning experiences, enrichment opportunities and wider school life. Opportunities to develop independence, make positive choices and contribute to the school community help prepare pupils for future stages of education and adulthood.

The Primary curriculum enables pupils to develop curiosity, confidence and a love of learning whilst establishing the strong foundations required for future academic success, wellbeing and preparation for adulthood.

Pupils access:

- English (4 lessons)
- Reading and Phonics (3 lessons)
- Mathematics (5 lessons)
- Science (3 lessons)
- Computing (1 lesson)
- PSHE (2 lessons)
- Personal Development (2 lessons)
- Physical Education (2 lessons)
- Enrichment (2 lessons)
- Humanities (3 lessons)
- Art and Design Technology (2 lessons)
- Music (1 lesson)

Individual pupils access therapeutic and clinical support as appropriate to their needs. Education, pastoral, safeguarding and clinical teams work collaboratively with families and external professionals to identify and

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 9
Linked to Policy Number:	OPSP11		

remove barriers to learning, attendance, wellbeing and participation. This ensures all pupils can access the full curriculum and are supported to learn, thrive, belong and achieve.

4.3 Key Stage 3 (Years 7-9)

During Key Stage 3, pupils access a broad, balanced and ambitious curriculum based on the National Curriculum. The curriculum is adapted to meet individual strengths, needs and EHCP outcomes whilst maintaining high expectations and ensuring all pupils can access age-appropriate knowledge, skills and experiences. Building on the foundations established within the Primary Phase, the Key Stage 3 curriculum develops subject knowledge, communication, independence and personal development, preparing pupils for Key Stage 4 pathways and future adulthood.

Pupils are taught within dedicated form groups and continue to benefit from consistent educational, pastoral and therapeutic support. To ensure provision remains responsive to individual needs, pupils may access learning through either an Anchor Class or Transition Learning Class pathway. Both pathways provide access to the same ambitious curriculum; however, the level of structure, support and independence is tailored to individual needs. Anchor Classes provide a more consistent classroom base, reducing transitions and promoting predictability, confidence and emotional safety. Transition Learning Classes support increasing independence through greater movement between specialist teaching environments and a more traditional secondary model of learning.

Pupils are taught by specialist subject teachers and access specialist learning environments where appropriate, including the Science Laboratory, Computing Suite, Food Technology Room, Art Studio and PE facilities. Learning is carefully sequenced to enable pupils to build knowledge, vocabulary and skills over time, making connections across subjects and preparing them for future learning.

Reading, communication and vocabulary development remain central throughout Key Stage 3. Pupils continue to develop the literacy, language and oracy skills required to access increasingly challenging content across the curriculum. Alongside academic learning, pupils are supported to develop resilience, self-regulation, self-advocacy, positive learning behaviours and increasing independence.

Personal Development is embedded throughout the Key Stage 3 curriculum. Through PSHE, Citizenship, Careers Education, enrichment opportunities, the Pontville Pledge and wider school experiences, pupils develop a greater understanding of themselves, their communities and the wider world. They are supported to become confident, respectful and responsible young people who are increasingly prepared for future education, employment and adult life.

Pupils access:

- English (4 lessons)
- Mathematics (4 lessons)
- Science (3 lessons)
- Computing (2 lessons)
- PSHE, Citizenship and Careers Education (2 lessons)
- Personal Development (2 lessons)
- Physical Education (2 lessons)
- Enrichment (2 lessons)
- History (2 lessons)
- Geography (2 lessons)
- Art (2 lessons)
- Food Technology (2 lessons)
- Music (1 lesson)

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 10
Linked to Policy Number:	OPSP11		

Individual pupils continue to access therapeutic and clinical support as appropriate to their needs. Education, pastoral, safeguarding and clinical teams work collaboratively with families and external professionals to identify and reduce barriers to learning, attendance, wellbeing and participation. This ensures all pupils can access the full curriculum, achieve ambitious outcomes and are well prepared for Key Stage 4 and their future adulthood pathways.

4.4 Key Stage 4 (Years 10–11)

At Key Stage 4, pupils follow an ambitious and personalised curriculum designed to prepare them for successful progression into Post-16 education, employment, training and adult life. The curriculum combines academic achievement, personal development and preparation for adulthood, ensuring pupils develop the knowledge, skills, qualifications and confidence required for their future aspirations.

Pupils access a range of qualification pathways, including GCSEs, vocational qualifications, Functional Skills and Entry Level awards. Pathways are carefully matched to pupils' strengths, needs, interests, EHCP outcomes and intended destinations whilst maintaining high expectations and ambitious outcomes for all. Reading, communication, oracy, vocabulary development and preparation for adulthood remain central curriculum drivers throughout Key Stage 4.

Learning is increasingly focused on developing subject expertise, independence, self-advocacy and employability skills. Pupils are encouraged to take greater ownership of their learning, make informed decisions about their future pathways and develop the confidence and resilience required for successful adult lives.

To ensure provision remains responsive to individual need, pupils access either the Key Stage 4 Curriculum Pathway or the Key Stage 4 Anchor Pathway.

Key Stage 4 Curriculum Pathway

The majority of pupils follow the Key Stage 4 Curriculum Pathway, which provides a balance of academic, vocational and personal development opportunities. This pathway supports pupils to achieve recognised qualifications whilst developing the wider knowledge, skills and experiences required for future success.

Pupils access:

- English (4 lessons)
- Mathematics (4 lessons)
- Science (4 lessons)
- Computing (1 lesson)
- PSHE, Citizenship and Careers Education (2 lessons)
- Personal Development (2 lessons)
- Physical Education (2 lessons)
- Enrichment (2 lessons)
- Three Option Pathways (9 lessons)

Option pathways provide opportunities for pupils to pursue individual interests, strengths and career aspirations through a range of academic, vocational and technical qualifications.

Key Stage 4 Anchor Pathway

The Key Stage 4 Anchor Pathway provides a structured and supportive curriculum model for pupils who benefit from increased consistency, predictability and personalised support whilst continuing to access an ambitious curriculum.

Pupils access:

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 11
Linked to Policy Number:	OPSP11		

- English (4 lessons)
- Mathematics (4 lessons)
- Science (3 lessons)
- Digital Skills (1 lesson)
- PSHE, Citizenship and Careers Education (2 lessons)
- Personal Development (2 lessons)
- Physical Education (2 lessons)
- Enrichment (2 lessons)
- Employability (1 lesson)
- Three Option Pathways (9 lessons)

The Anchor Pathway places additional emphasis on communication, emotional regulation, independence, employability and preparation for adulthood while maintaining access to qualifications, accreditation and specialist teaching.

Across both pathways, option subjects are reviewed annually in response to pupil interests, destination pathways and curriculum priorities. Recent option subjects include History, Geography, Computer Science, Art and Design, Music, Physical Education, Food Technology, Construction, Motor Vehicle Engineering, Business and Enterprise, Customer Services, Land-Based Studies, ASDAN and work-related learning programmes.

Preparation for adulthood is embedded throughout Key Stage 4. Through curriculum learning, careers education, enrichment opportunities, community participation and workplace-related experiences, pupils develop knowledge and skills relating to employment, independent living, community inclusion, health and wellbeing. Pupils are supported to become responsible, respectful and active citizens who are increasingly prepared for life beyond school.

Individual pupils continue to access therapeutic and clinical support as appropriate to their needs. Education, pastoral, safeguarding and clinical teams work collaboratively with families and external professionals to identify and reduce barriers to learning, attendance, wellbeing and participation. This ensures all pupils can access the full curriculum, achieve ambitious outcomes and are well prepared for Post-16 education, employment, training and adulthood.

4.5 Key Stage 5 (Years 12-14)

At Key Stage 5, students follow the Witherslack Group Futures Curriculum, delivered in line with the DfE 16-19 Study Programme requirements and designed to prepare young people for successful adulthood, further education, employment, training and independent living.

The Futures Curriculum is built around three key strands:

- Academic Development
- Personal Independence
- Preparation for Employment

Learning is aligned to individual strengths, interests, EHCP outcomes, aspirations and intended destinations, ensuring that every student follows a pathway that is ambitious, personalised and focused on positive long-term outcomes. Students are supported to develop increasing independence, self-advocacy, confidence and responsibility as they prepare for life beyond school.

The curriculum combines academic, technical and vocational qualifications with English and Mathematics, Preparation for Adulthood, work-related learning, careers education, employer engagement, industry experiences and community participation. Through these experiences, students develop the knowledge, skills and behaviours required for their next stage of education, training, employment and adult life.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 12
Linked to Policy Number:	OPSP11		

Preparation for Adulthood is embedded throughout the curriculum and reflects the four Preparing for Adulthood outcomes of employment, independent living, community inclusion, and health and wellbeing. Students are supported to make informed decisions about their future pathways and develop the skills needed to become active, responsible and independent members of society.

Students access:

- English (4 lessons)
- Mathematics (4 lessons)
- PSHE and Citizenship (2 lessons)
- Personal Development and Preparation for Adulthood (3 lessons)
- Enrichment (2 lessons)
- Independent Study (3 lessons)
- Work Skills (2 lessons)
- Vocational Pathways and Options (10 lessons)

Current vocational pathways include Catering, Motor Vehicle Engineering, Hair and Beauty, Information Technology, Customer Services, Skills for Working Life, Construction, Ceramics, and a range of work-related and community-based learning opportunities. The vocational offer is reviewed regularly to reflect student aspirations, destination pathways, labour market information and local employment opportunities.

Careers education, work-related learning and employer engagement form a significant part of the Post-16 experience. Students access opportunities to explore career pathways, develop employability skills, participate in workplace experiences and engage with further education, training providers and employers. These experiences help students make informed choices and prepare successfully for their next steps.

Personal Development remains a central feature of the Key Stage 5 curriculum. Students continue to develop communication, oracy, emotional literacy, resilience, self-regulation, independence and self-advocacy. Through enrichment, community participation, leadership opportunities and wider learning experiences, students develop the confidence and social skills needed to thrive in adulthood.

Students continue to access therapeutic and clinical support as appropriate to their needs. Education, pastoral, safeguarding and clinical teams work collaboratively with families and external professionals to identify and remove barriers to learning, wellbeing, attendance and participation. This ensures every young person can access the full curriculum, achieve ambitious outcomes and be well prepared for a successful transition into adulthood.

(See the Post-16 Provision Overview for further information regarding the Witherslack Group Futures Curriculum and Post-16 pathways.)

4.6 Homework

At Pontville School, homework is designed to reinforce learning in a way that is meaningful, manageable and accessible for all pupils. Our approach reflects the school's commitment to inclusive practice, recognising that pupils learn most effectively when tasks are purposeful, achievable and responsive to individual needs.

Homework is used to consolidate current learning, revisit previously taught knowledge and strengthen long-term retention through retrieval practice. It also provides opportunities for pupils to develop independence, organisation, communication, self-regulation and study skills while strengthening partnerships between home and school.

Reading is a key priority across the school and all pupils are encouraged to read regularly at home through age-appropriate, accessible and engaging materials. Home learning may also include vocabulary development, curriculum-linked activities, practical learning experiences, revision tasks and qualification-specific preparation where appropriate.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 13
Linked to Policy Number:	OPSP11		

Homework is adapted to reflect pupils' strengths, needs, EHCP outcomes and stage of learning. Tasks may be provided through homework menus, curriculum-linked activities, reading tasks, revision materials or personalised programmes of study. Alternative methods of participation and recording may be used to ensure all pupils can access learning successfully and experience success.

At Key Stages 4 and 5, homework may additionally support qualification pathways, examination preparation, independent study, employability skills and preparation for adulthood. Pupils are encouraged to develop the habits, responsibility and independent learning skills required for further education, training, employment and adult life.

Across all key stages, wellbeing and engagement remain priorities. Homework is intended to promote confidence, independence, curiosity and positive attitudes to learning rather than create unnecessary pressure, ensuring that learning beyond the classroom remains purposeful, supportive and achievable.

(See the Homework Policy for further information regarding expectations, implementation and home learning approaches.)

4.7 Reading

At Pontville School, reading is a central priority and underpins pupils' communication and language development, access to the curriculum, independence, personal development and future life opportunities. In line with our commitment to ensuring that all pupils can Learn, Thrive, Belong and Achieve, we aim for every pupil to develop the confidence, fluency, knowledge and enjoyment required to become a successful and lifelong reader.

Leaders place significant emphasis on securing strong foundations in communication, reading, writing and mathematics, recognising the importance of reading in enabling pupils to access the wider curriculum, develop independence and achieve positive outcomes. Pupils at the early stages of reading receive high-quality, systematic synthetic phonics teaching through Read Write Inc. and Fresh Start, with support carefully matched to individual need. Reading assessment is used to identify starting points, monitor progress and ensure provision remains responsive and effective.

Reading is taught explicitly through English and reinforced across all curriculum areas through a whole-school approach to vocabulary development, disciplinary literacy, communication and reading comprehension. Staff recognise that reading is a shared responsibility and actively promote reading, oracy and language development throughout the curriculum and wider school day.

Reading support is delivered primarily through high-quality adaptive teaching, targeted classroom support and communication-rich learning environments. Whilst targeted interventions may be used where appropriate, pupils are supported to remain fully included within classroom learning wherever possible. Reading provision is therefore increasingly delivered through quality-first teaching and responsive classroom practice, enabling pupils to access ambitious curriculum content alongside their peers.

Reading for pleasure is actively promoted through a whole-school culture of reading. Pupils have access to two school libraries, classroom reading areas, class texts and a wide range of high-quality fiction, non-fiction and age-appropriate texts. Reading is further encouraged through form time reading activities, assemblies, reading challenges, themed events, staff recommendations and the celebration of reading achievement.

The school uses the Accelerated Reader programme to support the development of reading fluency, comprehension, independence and engagement. Pupils are encouraged to read regularly both in school and at home, helping to develop positive reading habits, increase reading stamina and foster a lifelong enjoyment of reading.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 14
Linked to Policy Number:	OPSP11		

Home reading is supported through Accelerated Reader, reading diaries, reading recommendations, reading interventions and resources shared with families. Where appropriate, pupils and families are provided with access to digital reading resources and phonics support materials to encourage reading beyond the classroom.

A comprehensive whole-school Reading Strategy and Reading Action Plan underpin the school's approach to reading and drive continual improvement. These support the development of phonics, fluency, vocabulary, comprehension, disciplinary literacy and reading for pleasure across all key stages and curriculum areas.

Reading plays an important role in preparation for adulthood. Through exposure to a wide range of texts, pupils develop the literacy, vocabulary, knowledge and critical thinking skills required to access further education, employment, training and everyday life. Reading also supports pupils' cultural awareness, understanding of the wider world and ability to participate confidently within their communities.

Through high-quality teaching, adaptive practice, targeted support and a strong culture of reading, pupils develop the confidence, knowledge and skills needed to access learning successfully, communicate effectively, become increasingly independent and achieve positive outcomes in education, employment and adult life.

4.8 Oracy

Oracy is a fundamental component of the Pontville Curriculum and is integral to pupils' cognitive, social, emotional and personal development. We recognise that communication underpins learning, behaviour, wellbeing, relationships, self-advocacy, independence and preparation for adulthood. For many of our pupils, communication differences present barriers to learning, participation and belonging; therefore, communication and language development remain a whole-school priority and a shared responsibility across all phases and curriculum areas.

Oracy encompasses spoken language, listening and understanding, social communication, interaction skills and, where appropriate, the use of Augmentative and Alternative Communication (AAC). We recognise that pupils communicate in different ways and are committed to ensuring that every pupil has a voice, can express their views and can participate meaningfully in learning and wider school life.

Through our whole-school Oracy Strategy, communication is explicitly taught, carefully scaffolded and embedded across the curriculum. Pupils are supported to express ideas, feelings and needs, engage in discussion, listen actively, develop and apply subject-specific vocabulary, reason, problem-solve and communicate effectively in a range of formal and informal contexts.

Communication development is supported through high-quality adaptive teaching, communication-rich learning environments, structured talk opportunities, explicit vocabulary instruction, visual supports and personalised communication strategies informed by pupils' EHCP outcomes and communication profiles. Staff work closely with Speech and Language Therapists and other professionals to identify and remove communication barriers and ensure communication targets are embedded throughout daily practice.

Structured opportunities for talk are planned across the curriculum through discussion, questioning, collaborative learning, presentations, role play, debating and reflective activities. Classroom environments promote respectful communication, active listening and meaningful participation, ensuring all pupils are encouraged to contribute, express opinions and engage confidently with others.

Oracy is closely linked to literacy, reading, personal development and preparation for adulthood. Through developing strong communication skills, pupils are better equipped to access learning, build positive relationships, regulate emotions, advocate for themselves, make informed decisions and participate successfully in their communities. Effective communication also supports future education, employment, training and independent living.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 15
Linked to Policy Number:	OPSP11		

A whole-school Oracy Strategy and Action Plan underpin the consistent development of communication, vocabulary, speaking and listening skills across all phases and curriculum areas. Through this approach, pupils develop the confidence, communication skills and self-advocacy needed to Learn, Thrive, Belong and Achieve.

4.9 Therapeutic Provision

Therapeutic provision is an integral part of the Pontville Curriculum and underpins our commitment to ensuring that all pupils are able to learn, thrive, belong and achieve. We recognise that communication, emotional wellbeing, sensory regulation and mental health are fundamental to successful learning, positive relationships, attendance, engagement and preparation for adulthood.

Our multidisciplinary Clinical Team works collaboratively with education, pastoral, safeguarding and support staff to provide a holistic approach that promotes pupils' communication, wellbeing, self-regulation, independence and participation in school life. Therapeutic approaches are embedded within everyday practice and support the removal of barriers to learning, enabling pupils to access an ambitious curriculum and achieve their individual EHCP outcomes.

The Zones of Regulation framework is used consistently across the school to support pupils in developing emotional literacy, recognising and understanding emotions, and identifying strategies to regulate their feelings and behaviour. These approaches are reinforced throughout the school day and contribute to pupils' personal development, positive behaviour, wellbeing and readiness to learn.

Pupils may access a range of therapeutic support and specialist interventions, including Speech and Language Therapy, Occupational Therapy, Mental Health Practitioners and Clinical Psychology, according to individual need. Support may be provided through direct intervention, group programmes, consultation, modelling, assessment and integrated classroom approaches.

Therapeutic recommendations are embedded within teaching, pastoral support and wider school life to ensure that strategies are understood and implemented consistently. Staff work closely with clinical colleagues to create communication-rich, inclusive and neurodiversity-affirming learning environments that enable pupils to participate successfully and develop increasing confidence and independence.

To support wellbeing and self-regulation, pupils have access to sensory spaces, safe spaces and calm environments throughout the school day. These provisions help pupils develop self-awareness, emotional regulation and positive coping strategies, enabling them to engage successfully in learning, relationships and wider school experiences.

Education, pastoral, safeguarding and clinical teams work collaboratively with families and external professionals to ensure that therapeutic provision is closely aligned to pupils' individual needs, EHCP outcomes and personal development goals. Through this integrated approach, pupils are supported to access learning, develop positive relationships, improve wellbeing, increase independence and prepare successfully for adulthood.

4.10 Physical Education

At Pontville School, Physical Education and physical wellbeing are valued as important components of every pupil's development. Through Physical Education, pupils develop physical competence, confidence, resilience, teamwork and leadership skills, alongside an understanding of the importance of maintaining a healthy, active and balanced lifestyle.

All pupils access a planned programme of Physical Education appropriate to their age, stage of development and individual needs. Lessons take place across a range of on-site facilities, including the Sports Hall, Indoor

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 16
Linked to Policy Number:	OPSP11		

Gym, Multi-Use Games Area (MUGA) and outdoor learning environments. Pupils may also access off-site activities and facilities, including swimming, outdoor education and community sports opportunities where appropriate.

The PE curriculum provides opportunities for pupils to develop a broad range of physical skills, participate in individual and team activities, and experience a variety of sports, fitness and wellbeing-focused activities. Learning is adapted to ensure all pupils can access and participate successfully whilst maintaining high expectations and promoting increasing confidence, independence and personal achievement.

Physical Education contributes significantly to pupils' personal development and wellbeing. Through participation in sport and physical activity, pupils develop resilience, perseverance, self-regulation, communication, cooperation and respect for others. Pupils are encouraged to set personal goals, reflect on their progress and develop positive attitudes towards challenge, healthy competition and lifelong participation in physical activity.

Outdoor learning forms an important part of the school's physical education and wellbeing offer. Pupils may access a range of outdoor learning experiences that promote physical health, teamwork, problem-solving, risk awareness, independence and confidence. These experiences support pupils' wider personal development and preparation for adulthood.

At Key Stages 4 and 5, pupils may choose to study Physical Education or sport-related qualifications as part of their option pathway, enabling them to further develop their knowledge, skills and interest in the subject. Opportunities for leadership, coaching, community participation and employability skill development may also be incorporated where appropriate.

Through Physical Education, pupils are supported to develop the knowledge, skills and habits needed to maintain positive physical and mental wellbeing, participate actively in their communities and lead healthy and fulfilling lives.

4.11 PSHE, Citizenship and Careers Education

At Pontville School, PSHE, Citizenship and Careers Education is a key component of the curriculum and plays a significant role in supporting pupils to Learn, Thrive, Belong and Achieve. The curriculum is responsive to pupils' needs and equips them with the knowledge, skills and understanding required to stay safe, maintain positive wellbeing, build healthy relationships, become active and responsible citizens, and prepare successfully for adulthood.

All pupils access PSHE, Citizenship and Careers Education through three core themes:

- Health and Wellbeing (including statutory Health Education)
- Relationships (including statutory Relationships and Sex Education)
- Living in the Wider World (including Citizenship, Social, Moral, Spiritual and Cultural Development, Economic Wellbeing and Careers Education)

The curriculum supports pupils to develop the knowledge and skills needed to make informed and responsible decisions throughout their lives. Across all key stages, pupils develop resilience, self-esteem, self-advocacy, emotional literacy, communication, teamwork, critical thinking and risk-management skills. They learn how to manage money, maintain physical and mental wellbeing, build positive relationships, stay safe online and offline, and contribute positively to their communities.

Safeguarding education is embedded throughout the curriculum. Pupils are taught how to recognise and respond to risk, understand healthy and unhealthy relationships, seek support when needed and identify trusted adults. Learning includes online safety, personal safety, exploitation awareness, mental health, consent, equality, diversity and respect, enabling pupils to make safe and informed choices in an increasingly complex world.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 17
Linked to Policy Number:	OPSP11		

Preparation for Adulthood is woven throughout the curriculum, enabling pupils to develop increasing independence, confidence, employability skills and community awareness. Learning reflects the four Preparing for Adulthood outcomes of employment, independent living, community inclusion, and health and wellbeing. Pupils are supported to understand future pathways, set aspirations and prepare for successful adult lives.

Citizenship education supports pupils to develop their understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Pupils explore equality, diversity and protected characteristics, developing the knowledge and confidence to become respectful, responsible and active citizens within modern British society.

Relationships and Sex Education (RSE) is delivered in accordance with statutory guidance and the school's RSE Policy. Lessons are carefully planned and taught in a sensitive, inclusive and age-appropriate manner using a range of resources and approaches. Parents have the right to withdraw their child from Sex Education delivered as part of PSHE, Citizenship and Careers Education up until three terms before their child's sixteenth birthday.

Careers education is embedded throughout the curriculum and becomes increasingly personalised as pupils progress through the school. Pupils access impartial careers information, advice and guidance (IAG), employer encounters, workplace experiences, work-related learning and destination-focused planning. These opportunities help pupils to recognise their strengths, make informed decisions about their future pathways and prepare successfully for further education, employment and training.

Through PSHE, Citizenship and Careers Education, pupils develop the knowledge, skills, values and confidence needed to lead safe, healthy and fulfilling lives, contribute positively to society and achieve successful outcomes beyond Pontville School.

4.12 Handwriting

At Pontville School, we recognise fluent, legible and increasingly automatic handwriting as an important foundation for successful written communication and curriculum access. We recognise that writing depends on both transcription skills, including handwriting and spelling, and composition. When handwriting is not sufficiently automatic, pupils' attention can be diverted away from planning, organising and communicating their ideas effectively. Our aim is therefore to develop handwriting fluency, accuracy and stamina so that pupils can communicate confidently across the curriculum and in everyday life.

Handwriting is taught explicitly where required and is integrated within the wider writing curriculum. Teaching focuses on the development of correct posture, pencil grip, paper positioning, letter formation, sizing, spacing, presentation and writing stamina. Learning is carefully sequenced to enable pupils to develop increasing fluency, accuracy and confidence over time.

Strong foundations in handwriting are established from the earliest stages of learning. Staff provide regular opportunities for pupils to practise and consolidate handwriting skills, ensuring that pupils develop increasing automaticity and can apply these skills successfully across a range of subjects and contexts.

For pupils who require additional support, targeted interventions and practice opportunities may be provided to develop fine motor skills, handwriting fluency and letter formation. Support may include sensory-motor activities, specialist resources, adapted equipment, short focused practice sessions and personalised programmes informed by individual needs.

We recognise that some pupils may experience barriers to handwriting due to identified learning, communication, sensory, physical or motor needs. In these circumstances, reasonable adjustments and alternative methods of recording may be used to support access to the curriculum whilst maintaining high

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 18
Linked to Policy Number:	OPSP11		

expectations for communication, participation and achievement. Such adjustments are carefully considered to ensure pupils can demonstrate their knowledge and understanding successfully.

High standards of presentation and written communication are promoted across all curriculum areas. Through consistent teaching, modelling, practice and support, pupils develop the handwriting skills needed to record their learning effectively, work with increasing independence and communicate successfully throughout their education and beyond.

Handwriting contributes to pupils' confidence as writers and supports achievement across the curriculum. By developing secure transcription skills, pupils are better able to focus on vocabulary, composition, reasoning and the effective communication of their ideas, supporting success in further education, employment and adult life.

4.13 Social, Moral, Spiritual and Cultural (SMSC) Development, British Values and Protected Characteristics

At Pontville School, Social, Moral, Spiritual and Cultural (SMSC) development is an integral part of the curriculum and wider school experience, supporting our commitment to ensuring all pupils can Learn, Thrive, Belong and Achieve. SMSC development is embedded throughout curriculum subjects, Personal Development, PSHE, Citizenship, Careers Education, assemblies, form time, enrichment activities, educational visits, community engagement and Preparation for Adulthood experiences.

Through a broad range of learning opportunities, pupils are supported to develop confidence, resilience, independence, self-awareness, empathy and social responsibility. They are encouraged to explore their own values and beliefs, reflect on moral and ethical issues, appreciate cultural diversity and develop respect for others. SMSC development contributes significantly to pupils' personal development, wellbeing, positive relationships and readiness for life beyond school.

The promotion of Fundamental British Values is woven throughout school life. Pupils develop an understanding of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

Pupils are encouraged to express their views, participate in decision-making, contribute to the school community and take part in leadership opportunities. Through discussion, reflection and real-life experiences, they learn how to engage respectfully with others, appreciate different perspectives and make positive contributions to society.

Understanding of the Protected Characteristics identified within the Equality Act 2010 is developed through age-appropriate, needs-led and inclusive learning experiences. Pupils are supported to develop an understanding of equality, diversity and inclusion, recognise the value of difference and build positive relationships with people from a wide range of backgrounds and experiences.

The school actively promotes a culture of respect, belonging and inclusion. Through the curriculum and wider school life, pupils learn about fairness, responsibility, kindness and respect. They are supported to recognise, challenge and report prejudice, discrimination, bullying, intolerance and harmful stereotypes, helping to create a safe and inclusive school community.

Community participation, enrichment opportunities, educational visits and wider cultural experiences help pupils develop cultural awareness and broaden their understanding of the world around them. These opportunities support pupils to build confidence, develop social skills and engage positively with their local and wider communities.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 19
Linked to Policy Number:	OPSP11		

As part of the school's Personal Development and Preparation for Adulthood offer, SMSC education equips pupils with the knowledge, skills, values and behaviours needed to become responsible, respectful and active citizens. Through these experiences, pupils are supported to make informed decisions, contribute positively to society and prepare successfully for adult life, further education, employment and training.

4.14 COVID-19 Recovery, Curriculum Adaptation and Learning Recovery

At Pontville School, we recognise that some pupils continue to experience the effects of disrupted learning, alongside a range of barriers that may affect their attendance, engagement, achievement, wellbeing and participation. We are committed to ensuring that all pupils can access the intended curriculum, develop confidence as learners and make progress from their individual starting points.

Through high-quality teaching, effective assessment and personalised support, we identify and address gaps in pupils' knowledge, skills, understanding and learning behaviours. Education, pastoral and clinical teams work collaboratively to identify barriers to learning and implement timely support that enables pupils to engage successfully with school and achieve positive outcomes.

Curriculum planning incorporates regular opportunities for retrieval, revision and consolidation, enabling pupils to strengthen prior learning, secure key concepts and vocabulary, and transfer learning into long-term memory. Adaptive teaching approaches and targeted support ensure that pupils can successfully access ambitious curriculum content while developing increasing independence and confidence.

Where pupils experience interruptions to learning, attendance difficulties or periods of reduced engagement, personalised approaches may be implemented to support reintegration, rebuild confidence and strengthen readiness to learn. Adaptations are designed to remove barriers and improve access to learning whilst maintaining high expectations and curriculum ambition.

Support may include academic intervention, communication support, therapeutic input, pastoral support and targeted attendance strategies. These approaches are responsive to individual need and informed by ongoing assessment, pupil voice, family engagement and multi-agency collaboration.

Education, pastoral, safeguarding and clinical teams work closely with families and external professionals to ensure that pupils receive the support they need to learn, thrive, belong and achieve. Through this coordinated approach, pupils are supported to participate fully in school life, achieve ambitious outcomes and prepare successfully for their next stage of education, employment, training and adulthood.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the Pontville Curriculum is evidenced through pupils' achievement, the knowledge and skills they acquire, their progress from individual starting points and their readiness for the next stage of education, employment, training and adult life.

At Pontville School, we recognise that success cannot be measured through qualifications and examination outcomes alone. Success is also reflected in pupils' communication, wellbeing, independence, personal development and preparation for adulthood. We therefore evaluate curriculum impact through the four pillars of the Pontville Curriculum: Learn, Thrive, Belong and Achieve.

Learn

Pupils:

- Know more, remember more and do more over time.

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 20
Linked to Policy Number:	OPSP11		

- Develop strong foundations in communication and language, reading, writing and mathematics.
- Acquire and apply subject-specific knowledge, skills and vocabulary across the curriculum.
- Produce work that demonstrates increasing knowledge, understanding, skill, accuracy and independence.
- Develop confidence, fluency and enjoyment as readers and use reading successfully to access the wider curriculum.
- Make progress from their individual starting points across all areas of learning.

Thrive

Pupils:

- Develop communication, self-advocacy, emotional regulation, resilience and independence.
- Demonstrate positive attitudes to learning, improved engagement and readiness to learn.
- Understand how to keep themselves safe, healthy and well, both online and offline.
- Develop confidence, wellbeing and the personal skills needed to participate successfully in school and wider life.
- Make progress towards and achieve their EHCP outcomes and personalised targets.

Belong

Pupils:

- Build positive relationships and demonstrate respect, responsibility and pride.
- Develop an understanding of equality, diversity, British Values and protected characteristics.
- Understand their rights and responsibilities as members of modern British society.
- Participate positively in school life and contribute to their communities.
- Develop confidence to express their views, communicate effectively and engage respectfully with others.

Achieve

Pupils:

- Achieve ambitious and appropriate qualifications, accreditation and recognised outcomes.
- Develop detailed knowledge and skills within academic, vocational and preparation for adulthood pathways.
- Build employability, independent living and life skills.
- Identify future aspirations, career pathways and next-step destinations.
- Progress successfully into further education, employment, training, volunteering or other meaningful destinations.

Monitoring and Evaluation

Leaders evaluate curriculum impact through assessment information, pupils' work, lesson visits, pupil voice, attendance, behaviour, wellbeing, destination data, personal development outcomes, EHCP progress and wider quality assurance activities. This evidence informs curriculum evaluation and ongoing improvement. Particular attention is given to the achievement, participation and wellbeing of disadvantaged pupils, pupils with SEND, those known or previously known to children's social care, and those who may face additional barriers to learning. Leaders use this information to identify strengths, address emerging needs and ensure all pupils are well prepared for their next steps.

5.2 Assessment

Assessment is an integral part of teaching and learning at Pontville School. It is used to identify pupils' starting points, inform curriculum planning, evaluate progress, remove barriers to learning and ensure that all pupils are supported to achieve ambitious outcomes.

Assessment begins when pupils join the school. Baseline assessments enable staff to develop an accurate understanding of pupils' academic, communication, social, emotional and pastoral needs, identify existing

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 21
Linked to Policy Number:	OPSP11		

knowledge and skills, and establish appropriate curriculum pathways and support strategies. Baseline information is considered alongside EHCPs, information from previous settings, family contributions and multidisciplinary assessments to ensure provision is personalised, inclusive and responsive from the outset. Teachers use ongoing formative assessment to check understanding, identify misconceptions and adapt teaching in response to pupils' needs. Assessment is embedded within everyday classroom practice and is used to evaluate how effectively pupils are learning the intended curriculum. Information gathered supports teachers to build upon prior learning, strengthen retention and ensure pupils acquire the knowledge, skills and vocabulary identified within curriculum plans.

Achievement of curriculum knowledge, concepts and skills is monitored regularly through the school's assessment systems and recorded within Arbor. Pupil progress is reviewed fortnightly, enabling leaders and staff to identify emerging needs, address gaps in learning and implement timely support where required. Leaders place significant emphasis on securing strong foundations in communication and language, reading, writing and mathematics. Pupils participate in regular standardised reading and mathematics assessments, alongside ongoing teacher assessment, to evaluate progress, identify strengths and areas for development, and assess the effectiveness of teaching, intervention and curriculum provision.

Where appropriate, pupils participate in statutory assessments and externally accredited qualifications. Pupils at Key Stages 4 and 5 access ambitious qualification pathways, including GCSEs, Functional Skills, vocational qualifications, AQA Unit Awards and other accreditation routes matched to their strengths, needs, aspirations and intended destinations.

Progress towards EHCP outcomes is reviewed regularly through assessment, annual reviews and multidisciplinary collaboration between education, pastoral and clinical teams. Assessment also considers communication, personal development, preparation for adulthood, independence, attendance, behaviour and wellbeing, ensuring a holistic understanding of pupil achievement and progress.

Assessment information is drawn from a range of sources, including:

- Baseline assessments
- Arbor assessment data
- Standardised reading assessments
- Standardised mathematics assessments
- Phonics and reading assessments
- EHCP outcome monitoring
- SMSC Gridmaker
- Attendance, behaviour and wellbeing information
- Qualification and accreditation outcomes
- Careers, destination and preparation for adulthood measures
- Pupil voice
- Lesson visits
- Work scrutiny

Assessment information is used by teachers, leaders and multidisciplinary teams to evaluate the effectiveness of teaching and the curriculum, identify priorities for improvement and inform future curriculum development. It helps ensure that pupils receive the right support at the right time and that barriers to learning, participation and achievement are identified and addressed promptly.

Through effective assessment, high expectations are maintained for all pupils. Leaders and staff use assessment to ensure pupils continue to make progress from their individual starting points, know more, remember more and do more over time, achieve ambitious outcomes and are well prepared for their next stage of education, employment, training and adult life.

5.3 Monitoring

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 22
Linked to Policy Number:	OPSP11		

Leaders maintain robust oversight of curriculum implementation, teaching, assessment and achievement to ensure that all pupils receive a high-quality, ambitious and inclusive education. Monitoring activities enable leaders to evaluate how effectively pupils are accessing the intended curriculum, developing knowledge, skills and vocabulary over time, and achieving positive academic, personal development and preparation for adulthood outcomes. Particular attention is given to evaluating how effectively retrieval practice, vocabulary instruction, reading, communication and adaptive teaching are implemented across curriculum areas and contribute to pupils knowing more, remembering more and doing more over time.

Monitoring activities include:

- Lesson visits, learning walks and classroom observations.
- Work scrutiny and curriculum planning reviews.
- Assessment analysis and pupil progress reviews.
- Pupil voice activities.
- EHCP reviews and outcome monitoring.
- Reading, phonics and oracy monitoring.
- Subject leadership reviews.
- Attendance, behaviour, wellbeing and personal development reviews.
- Qualification, accreditation and destination monitoring.
- Quality assurance and school improvement activities.
- Parent, carer and stakeholder feedback.

Information gathered through monitoring is used to:

- Evaluate the impact of curriculum provision and teaching.
- Identify strengths and areas for development.
- Remove barriers to learning, participation and achievement.
- Inform professional learning and staff development.
- Refine curriculum design and implementation.
- Drive continuous improvement.

Leaders use this evidence to evaluate whether pupils know more, remember more and do more over time, and whether the curriculum is achieving its intended outcomes.

Particular attention is given to the achievement, participation and wellbeing of disadvantaged pupils, pupils with SEND, those known or previously known to children's social care, and those who may face additional barriers to learning. Leaders use monitoring information to identify emerging needs, evaluate the effectiveness of support and ensure that all pupils can access an ambitious curriculum and achieve well from their individual starting points.

Subject leaders, middle leaders and senior leaders work collaboratively to monitor curriculum implementation, assessment, teaching and outcomes within their areas of responsibility. Monitoring activities support the development of staff expertise and ensure that curriculum provision remains consistent, coherent and responsive to pupils' needs.

Monitoring follows a continuous cycle of:

Monitor → Evaluate → Improve → Review

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 23
Linked to Policy Number:	OPSP11		

This cycle ensures that curriculum provision remains ambitious, inclusive and responsive, and continues to meet the needs of pupils and the priorities of the school.

The curriculum and its implementation are reviewed regularly through self-evaluation, stakeholder feedback, quality assurance activities and school improvement processes. Evidence from monitoring activities is used to strengthen teaching, improve outcomes and ensure that provision remains aligned with the school's vision of enabling every pupil to **Learn, Thrive, Belong and Achieve**.

This policy will be reviewed annually to ensure it continues to reflect current best practice, statutory requirements, the school's strategic priorities and the expectations outlined within the Witherslack Group Curriculum Policy.

6. CURRICULUM MODEL

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 24
Linked to Policy Number:	OPSP11		

The Pontville Curriculum

Learn • Thrive • Belong • Achieve

LEARN

Developing knowledge, skills and understanding

- Reading and Literacy
- Oracy and Communication
- Mathematics and Numeracy
- Subject Knowledge and Vocabulary
- Digital Literacy
- Critical Thinking and Problem Solving
- Academic Achievement

THRIVE

Developing wellbeing, resilience and self-belief

- Emotional Wellbeing
- Self-Regulation
- Confidence and Resilience
- Physical Education and Physical Health
- Therapeutic Provision
- Attendance and Engagement
- Positive Learning Behaviours

BELONG

Developing identity, relationships and participation

- Inclusion and Belonging
- Communication and Relationships
- SMSC and British Values
- Equality, Diversity and Protected Characteristics
- The Pontville Pledge
- Community Engagement
- Pupil Voice and Leadership
- Enrichment and Cultural Capital

ACHIEVE

Preparing for adulthood and future success

- Preparation for Adulthood
- Careers Education
- Employability Skills
- Vocational Learning
- Qualifications and Accreditation
- Independence, Self-Advocacy and Life Skills
- Positive Destinations

Personal Development: The Golden Thread

Personal Development weaves through every aspect of the Pontville Curriculum, enabling pupils to develop the knowledge, skills, confidence and independence needed to Learn, Thrive, Belong and Achieve.

7. REFERENCES

Department for Education National Curriculum in England
Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 25
Linked to Policy Number:	OPSP11		

Keeping Children Safe in Education
 Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
 Careers Guidance and Access for Education and Training Providers Statutory Guidance
 16-19 Study Programme Guidance
 Equality Act 2010
 Ofsted Education Inspection Framework and associated guidance
 Department for Education The Writing Framework (2025)
 Education Endowment Foundation (EEF) Improving Literacy in Key Stage 1
 Education Endowment Foundation (EEF) Improving Literacy in Key Stage 2
 Education Endowment Foundation (EEF) Improving Literacy in Secondary Schools
 Education Endowment Foundation (EEF) Special Educational Needs in Mainstream Schools
 Education Endowment Foundation (EEF) Metacognition and Self-Regulated Learning
 Voice 21 Oracy Framework
 Preparing for Adulthood Framework

8. ASSOCIATED FORMS

Curriculum Policy
 Relationships and Sex Education (RSE) Policy
 PSHE and Citizenship Policy
 Futures: Careers and Work-Related Learning Policy
 Assessment, Recording and Reporting Policy
 Feedback and Marking Policy
 Special Educational Needs Policy
 Equality, Diversity and Inclusion Policy
 English as an Additional Language (EAL) Policy
 SMSC and British Values Policy
 Positive Behaviour Support Policy
 Accessibility Policy
 Evaluating Teaching Policy

Reading Strategy
 Oracy Strategy
 Assessment Framework
 Post-16 Provision Overview
 Key Stage 4/5 Options Booklet
 Homework Policy

9. APPENDICES

Document Number: PVS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 26
Linked to Policy Number:	OPSP11		