

Local Procedure/Protocol

School/Home Name:	Meadow View Learning Centre
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	May 2025
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Procedure/Protocol Lead:	Darius Robinson
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.

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1.	CONTEXT
1.1	Our School is an independent special school and part of the Witherslack Group. pupils are aged 8 to 18, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend Our School have invariably experienced disrupted education placements with some pupils also in the care of their local authorities. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join us. All pupils have an Education, Health and Care Plan.
1.2	Our School benefits from fantastic grounds within a stunning rural location. This contributes to making school a positive and happy place in which to learn, work and live and we make full use of the environment. Our School is well-resourced and has a comprehensive range of facilities. Class sizes are deliberately small in order to ensure pupils feel well supported by highly-skilled staff team of education, pastoral, care and therapy staff.
2.	VISION, AIMS AND INTENT
2.1	We are committed to helping pupils to flourish and achieve their aspirations through approach to education and care. 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, experience success and achieve positive outcomes • Helping pupils to remember what they learn and make progress in all subject areas • Supporting pupils to be ready for the next stage of learning • Ensuring every pupil leaves a reader • Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests • 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 • Enabling pupils to understand their rights and responsibilities and appropriately express their views • Helping pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics
3.	ROLES AND RESPONSIBILITIES
3.1	<i>Leaders at OUR School ensure that:</i>

	• Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the 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 • Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils • Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps
3.2	<i>The teaching staff at OUR School ensure that:</i> • The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives • The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents • A range of teaching and differentiation 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 • Pupils know their next steps and how to get there, with opportunities to discuss their own learning • Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress • The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps Subject leads provide support and advice for colleagues, and monitor progress in their subject area
3.3	<i>Clinical staff ensure that:</i> • 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	<i>All staff ensure that:</i> • High expectations are maintained for pupils and themselves at all times • Reading, learning and high aspirations are role-modelled by all members of the school community • Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach • Pupils are supported to express themselves appropriately socially and emotionally • Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence • Pupil achievements are celebrated and positivity is promoted in all aspects of school life
4.	IMPLEMENTATION
4.1	Implementation of the curriculum at Meadow View Learning Centre encompasses: • Possibilities

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- Passion
- Praise
- Practise
- Personalisation

Possibilities:

Embracing both formal and informal learning opportunities, Meadow View Learning Centre exposes pupils to a range of possibilities. Pupils are taught a progressive curriculum in English, Maths, Science, Computing/ICT, Humanities and PSHE/Citizenship. Each subject is given sufficient time and coverage and are delivered by our own subject-specialist teachers. For many pupils, it is the first time that they have had the opportunity to be taught in a very small group with high staff support and also the first time they may have been encouraged to consider goals and ambitions for the future. This supports engagement and success and encourages pupils to work towards longer term achievements. Learning time is maximised in unstructured sessions too, with pupils being offered additional activities (such as our break-time Reading Café) which help to develop social as well as academic skills.

Our regular 'Learning Outside the Classroom' (LOTC) sessions provide many opportunities for pupils to experience creative and physical activities beyond the classroom that they may never have tried previously. These activities are often pupil-led but skills remain progressive and include sports, outdoor and adventurous activities, woodwork, art, music, swimming and cookery. They are mostly delivered by our own staff, with support from external professionals where appropriate to the activity. Pupils begin to make positive memories and discover what they like and dislike, helping to inform future choices related to health, well-being and careers. Importantly, our 'LOTC' sessions also support the brain's learning and memory systems and help pupils' to manage any symptoms of stress, anxiety and depression. Research indicates that daily exercise improves cardiovascular fitness and in turn, this increases pupils' ability to sleep well, improves mood and self-regulation skills, supports storage and retention of information and extends ability to maintain focus when learning.

Some of our older pupils are provided with opportunities to participate in work-related and vocational learning, delivered by expert off-site providers based in specialist environments. Previous pupils have accessed opportunities in Motor Vehicle Maintenance, Hair and Beauty, Construction and Health and Social Care.

Passion:

All staff demonstrate a passion to improve the life chance of pupils and so they role-model a love of learning each day, which is infectious. We establish a culture of helping pupils to enjoy their learning so that they are inspired to learn even more! Staff work hard to get to know pupils and build positive relationships. They pro-actively support pupils to develop and find their strengths, interests and aspirations, whilst also encouraging pupils to persevere and accept guidance when learning is challenging. Teaching strategies are creative and wherever possible provide a 'hook'. Approaches may include practical tasks and experiments, interactive activities and games, exploration of unfamiliar vocabulary, written work and worksheets, role-play and discussion, project-based learning and modelling, questioning and scaffolding.

Praise:

At Meadow View Learning Centre, we recognise and celebrate both effort and achievement. Resilience is key and this is promoted using a growth-mindset and where relevant, reminders that "I

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	can't do that yet, but I can do....". Appropriate praise provides our pupils with a sense of a success and self-esteem, encouraging them to 'be the best you can be' at all times. <u>Practise:</u> We understand that in order to be a successful at anything, practise is required, and our curriculum provides many opportunities for this. For example, themes/topics are revisited through the Key Stages to promote consolidation and progression at a deeper level. Our 'LOTIC' sessions allow pupils to practise and generalise their learning within different environments. In each subject, pupils also engage in regular recall tasks so that they can practise bringing information to mind, helping them to remember what they have learnt previously. Reading has a high priority as we know its importance in improving access to the wider curriculum and so it is practised daily and encouraged at home. For early readers, we use Read, Write, Inc and Fresh Start as our systematic, synthetic phonics (SSP) programme and this is practised frequently. Pupils are encouraged to practise identifying their emotions and their self-regulation skills by all staff, supported by our therapeutic team. <u>Personalisation:</u> At Meadow View Learning Centre, our small class sizes enable us to personalise learning experiences to the strengths and needs of pupils as much as possible. EHCP and PEP strategies and outcomes are carefully considered by teachers during planning and delivery, supporting accelerated progress. Some pupils require additional interventions to support leaning and where appropriate, bespoke interventions are put into place to boost the progress of a pupil in one or more areas of the curriculum. Bespoke therapeutic interventions are also provided when needed by our therapeutic team, which may include Speech and Language Therapy, Occupational Therapy, Educational Psychology and Mental Health Support. We encourage high aspirations as early as possible. Careers education is provided by our own teachers, and we commission personalised and impartial careers guidance from Education Business Partnership from Y7 upwards. At Key Stages 4 and 5, each pupil accesses an appropriate progressive pathway. Pathways are personalised and flexible with opportunities to combine access to nurture, vocational and academic learning if appropriate to meet the needs of an individual pupil.
4.2	Key Stage 2 (Years 4 - 6) We currently do not have any KS2 children however if we were to educate a pupil in this stage they would start their school journey in designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.
4.3	Key Stage 3 (Years 7 – 9) Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by their form teachers for English, Maths and PSHE/Careers/Citizenship but progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum. They visit specialist teaching rooms as appropriate to the subject eg the Science Lab and the Art Room. Pupils access: English, Maths, Science, ICT, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art Therapy, Personal Development 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

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	to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, ICT, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these include a range of subjects that are taught by external providers if we do not have the specialist provisions on site. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.
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). • 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 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.
4.7	Homework At Meadow View Learning Centre, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. For example, a homework 'menu' may be offered where pupils' can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home
4.8	Reading At Meadow View Learning Centre, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as 'a reader' and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our Reading Cafe, classroom reading areas, class texts and story-time and regular pupil reading challenges.
4.9	Oracy Oracy is a fundamental component of our curriculum, integral to students' cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using 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 [School name].

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	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.
4.10	<i>Therapeutic Provision</i> On-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day 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	<i>Physical Education</i> 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.
4.12	<i>PSHE, Citizenship and Careers Education</i> 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. 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.

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	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.
4.13	<i>Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics</i> At Meadow View Learning Centre, SMSC and British Values are promoted in so much of what we do, not least during our 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 encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
4.14	<i>COVID-19 Recovery Curriculum</i> 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	<i>5.1 Impact</i> 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: • 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	<i>Assessment</i>

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	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, known as Solar. 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, parents/carers will be notified in writing. 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. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.
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. 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	The diagram illustrates the Curriculum Model, showing the flow from Core Provision to Academic, Vocational, and Nurture levels, and their respective post-18 destinations. Core Provision: - Formal curriculum - LOTC and Personal Development - Work-related learning - Bespoke interventions - Therapy Academic (Level 2-3) Pupils who are: - Working at or beyond age-related expectations in most subjects - Demonstrating an interest in a range of subjects - Able to apply and organise themselves, working with increasing independence over sustained periods - Wanting to access further or higher education Possible outcomes and Post 18 destinations: - GCSEs - BTEC - A Levels - Further/Higher Education Vocational (Level 1-2) Pupils who are: - Working towards or at age-related expectations in some subjects - Showing an aptitude in some subjects and an interest in a particular vocation - Requiring some support to apply and organise themselves, with emerging independence skills - Wanting to access further education or training focussed on a particular career Possible outcomes and Post 18 destinations: - L1-2 Functional Skills - GCSEs - L1-2 Award/Certificate - Further Education/Apprenticeship Nurture (Entry Level – Level 1) Pupils who are: - Currently working significantly below age-related expectations in most subjects - Responding well to practical learning activities and motivated by a range of experiences - Requiring a high level of support to access learning and the community - Wanting to access further education, supported employment or voluntary work Possible outcomes and Post 18 destinations: - Unit Award Certificates - ELC 2-3 - L1 Functional Skills - L1 Award - Further Education/Supported Internship
7.	REFERENCES

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