

## Local Procedure/Protocol

<b>School/Home Name:</b>	Greenholm School
<b>Local Procedure/Protocol Title:</b>	Curriculum Protocol and Procedures
<b>Linked to Group Policy Title &amp; Code:</b>	Curriculum Policy
<b>Date Reviewed:</b>	January 2025
<b>Next Update Due:</b>	May 2025
<b>Procedure/Protocol Lead:</b>	Ellie Russell & Kari Ahmad
<b>Procedure/Protocol Sponsor:</b>	Brin Kelleher – School Development Lead
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
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.	
<b>ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT</b>	
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 our 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** Greenholm School is a KS3 to 5 co-educational autism specialist school split across two sites. KS3 and 4 pupils are taught at the main Sutton site while KS5 pupils are taught in the majority at the Strawberry Lodge Campus in Carshalton.

There are 120 pupils on role as of March 2025 with a male-to-female ratio of 98:22. We have overall capacity for 120 pupils.

Due to the nature of pupils with a SEN, Greenholm School recognises that most of our pupils will not be working at age related expectations, some presenting well below their normal age expectations. This is usually due to gaps in their education journey, cognitive ability or disengagement from education.

Most of our pupils have a primary diagnosis of autism (those who don't, with autistic traits) which impacts on social communication, the way they see the world, their ability to cope with change and to be flexible in their view and their abilities to interact with others. Many pupils have additional diagnoses which may include ADHD, ADD, OCD, PDA, ODD and SEMH.

In addition to their diagnosis children and young people at Greenholm School present with a range of additional barriers to learning including: (examples of support provided to overcome barriers)

- 1.2** Greenholm School benefits from green-space & trees within the school grounds. This contributes to making our school a positive and happy place in which to learn & work and we make full use of the environment. Greenholm School is well-resourced and has a comprehensive range of facilities including a sixth form centre, a science laboratory, a food technology room and a performing arts and art studio. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly-skilled staff team of education, pastoral, care and therapy staff.

### 2. VISION, AIMS AND INTENT

- 2.1** Our ambition is that all our children and young people should be able to lead the most happy, functional and independent life possible. They should have the skills and knowledge that they need to be able to access continued education and work. We want our pupils to be engaged with learning and to make active choices about their future paths as independently as possible.

We support all our pupils to improve all areas of their learning, with particular focus on:

- Increasing independence through Communication and Interaction with staff, peers and the local community
- Supporting self-regulation through each child's Sensory Experience and Support
- Gaining Skills and Knowledge to support each individual child's future

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All KS3 pupils have the opportunity to engage in adapted national curriculum subjects: English, mathematics, PE, science, PSHE, art, music, drama, computing, history and geography. As well as an enrichment carousel which includes art and eco projects and swimming lessons.

KS4 and KS5 focuses on improving English and mathematics skills and knowledge up to level 2 qualifications (Such as GCSE) with options in KS3 subjects as well as additional subjects offered by specialist teachers (such as: Digital Media, Digital Art, NCFE Sport, OCR History, GCSE Art, ASDAN, Statistics, Performing Arts) and external vocational providers (such as: Construction).

Throughout all key stages we pay particular attention to teaching skills and knowledge in personal development covering topics on **identity, interaction and independence**; including friendships, relationships and sexual health, democracy and British values, and future careers.

### 3. ROLES AND RESPONSIBILITIES

#### 3.1 *Leaders at Greenholm School ensure that:*

- 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 *The teaching staff at Greenholm School ensure that:*

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and adaptive strategies are used to ensure all our pupils are stretched and able to progress at their own pace
- Pupils are 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 *Clinical staff ensure that:*

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

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### 3.4 All staff ensure that:

- High expectations are maintained for our 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 Curriculum Delivery

At Greenholm School we engineer success by teaching our pupils to overcome some of the barriers presented by their autism so they can improve their quality of learning and quality of life in education, at home, in leisure and in work.

To engineer success, we support our pupils to learn through the following steps:

- **Access to Learning** – overcoming barriers to engage in class learning (Wave 1, 2 and 3 support)
- **Attention** – creating an interest in subjects and activities
- **Engagement in Learning** – opportunities to improve skills and gain new knowledge
- **Feedback and Improvement** – accepting support and steps to improve

How we achieve each step is based on the needs of classes and individual pupils.

#### ACCESS to LEARNING

We use a combination of universal and bespoke strategies and resources to support pupils to access lessons:

##### Wave 1: Teaching and Learning (Universal strategies)

- Small class sizes (approximately 6-8 pupils per class, staff knowledge of pupils – Pupil Learning profiles)
- Visual timetables (PECs, photos, words, colours, class and individual)
- Labelled drawers
- Individual workstations (TEACCH™ style stations with trays, individual desks, shared space)
- Reduced transition (Some classes use a primary model of teaching where teachers transition to class or taught by the same teacher for the majority of subjects)
- Visuals ordered left to right in sequence (Now – Next -Then)
- Lesson Episodes (Lesson structured to reduce anxiety and be predictable to pupils)
- Zones of Regulation™ (Emotional Literacy)

##### Wave 2: (Targeted Support)

Some pupils and learners will require more bespoke support to achieve access to the classroom. Teaching staff collaborate with pastoral and/or clinical staff, dependent on need, through informal meetings and discussions, class meeting and ITAC (Internal Team Around the Child) meetings to identify strategies for support.

For example:

- Alternative and Augmented Communication (PECS, Makaton™, Visuals, Reduced language)
- Bespoke timetables (Some pupils struggle to integrate into class and require support through transition plans)

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- Sensory support/diets
- Attention autism™
- NEST support
- Parental Engagement
- Individual Support Plans

For some pupils these strategies need to be embedded into the pupils' daily school routine before engagement in learning can occur.

Few pupils will require Wave 3, direct clinical support, to gain access to learning.

## ATTENTION

Attention deficits are common in autistic people and as such staff need to work on getting pupils attention on the relevant part of the lesson and keeping as well as sharing their attention. This is a prerequisite to leaning in class.

For learning to be effective the process needs to be enjoyable, motivating, relevant and rewarding. For autistic pupils sometimes, what makes an activity or lesson enjoyable can be unusual, however this should be valued and pupils' special interests can be incorporated into lessons where appropriate in order to support pupils being motivated to complete work. Strategies may include:

- Embed pupil interest into subject content (Linking mathematics to sport or reading to pupils' preferred stories/characters)
- Attention Bucket (Sensory/tangible objects for pupils to explore – these may or may not relate to the lesson content depending on pupil needs)
- Using direct questioning (pupil name, then question)
- Photograph on tangible of an object or subject content
- Experiencing success through work that is easy to complete, building towards more challenging work
- Positive behaviour strategies (Individual and class-based rewards, Epraise™ points system, Individual Support Plans)
- 1:1 support delivered by in-house ADHD Practitioners

## ENGAGEMENT in LEARNING

Once pupils are able to access the classroom and can engage with tasks within the room they are then able to begin to develop engagement with the broader curriculum where they can gain new skills and knowledge across a range of subjects including: English, mathematics, science, humanities, computing and the creative arts. At this point pupils are able to fully engage with learning and to develop their subject specific skills.

Teachers identify individual success criteria for each pupil so they can engineer success across all subjects. Some pupils will require extra support to succeed such as:

- Support with handwriting (Scribe, use of laptop)
- Reading support (Phonics, guided and shared reading)
- Prompts (Hand over hand, modelling, visuals)
- Structured learning approach
- HUB intervention sessions

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Our intent is for pupils to become as independent as possible so they can recall, explain, use, compare, evaluate and be creative using skills and knowledge from across the curriculum. Success is ultimately seen as pupils increase their understanding and use of greater vocabulary.

## 4.2 Key Stage 3 (Years 7 – 9)

Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by their form teachers for English, Maths and PSHE 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, Computing, PE, PSHE (including Relationships and Health Education), Humanities (Geography and History), Art & Design, music, drama and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

## 4.3 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, Careers and PSHE (including Relationships, Sex and Health Education). Pupils select additional 'option' subjects to cater to their individual interests and career aspirations. Examples include: GCSE Art & Design, Statistics, History, PE/Sport and Digital Media. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

## 4.4 Key Stage 5 (Years 12 – 14) – Strawberry Lodge 6<sup>th</sup> Form Site

In KS5, pupils are referred to as learners and mostly taught at the Strawberry Lodge Campus. Learners will continue to study English and Mathematics until they achieve as close to a level 2 as they can during their time at Greenholm School.

In addition to English and Mathematics, learners are supported to access college partners to focus studies that will support them to access the world of work.

### Futures?

#### Key Stage 5 – Greenholm School Site

Some of our KS5 learners are unable to access the curriculum at Strawberry Lodge Campus and stay at Greenholm School, following the KS3 model as described above.

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

## 4.5 Homework

At Greenholm School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

## 4.6 Reading

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At Greenholm School, 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 on-site library, classroom reading areas, class texts and ‘Drop Everything and Read’ opportunities embedded into the whole-school timetable

Examples of reading include:

- Phonics
- D.E.A.R: ‘Drop Everything and Read’ (Whole School – reading for pleasure)
- Shared Reading Lessons (Pupils working at Entry Level and below)
- Guided Reading Lessons (Pupils working between Entry Level and Level 1)
- Independent Reading
- Reading Clubs
- Opportunities to read embedded into all subjects (Disciplinary Literacy)

## 4.7 Oracy

### How Oracy is embedded into the curriculum at GHS

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. We adapt our approach to foster a supportive environment where every voice is valued. We build students’ oracy skills across four key areas:

- 1. Physical** – Supporting clarity, confidence, and control in speech through tailored strategies, such as sensory regulation and speech therapy support, as appropriate.
- 2. Linguistic** – Developing vocabulary through, word of the week, sentence structure, and language use, with a focus on accessible and practical communication (role-modelling).
- 3. Cognitive** – Encouraging structured thinking, reasoning, and problem-solving skills through guided discussion and visual aids.
- 4. Social and Emotional** – Building self-esteem, active listening skills, and the ability to work collaboratively in diverse contexts.

#### Intent

- Develop students’ expressive language, so that they speak fluently, coherently, and confidently in a range of formal and informal contexts.
- Equip students to listen actively and respond appropriately to the contributions of others.
- Provide opportunities for students to present information and ideas clearly, using appropriate language or word choices and tone for different audiences and purposes.

#### Implementation

- We use a range of inclusive approaches, such as paired and small group discussions, debates, presentations, structured talk tasks and role-plays, to ensure that every student has the tools to succeed.
- Provide regular, varied opportunities for students to engage in collaborative group work and paired activities that require active listening and dialogue.

#### Impact

Through the teaching of oracy, students will be able to:

- Speak with confidence and clarity in front of an audience including talking in full sentences
- Explore ideas through talk
- Value their own opinions and be able to express them to others verbally or using a range of multimodal approaches (visuals)
- Ask questions to find out more about a subject
- Value the contribution of others and take account of their views

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- Consider the impact of their words on others when giving feedback

#### 4.7 ***Therapeutic Provision***

Our on-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. 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 (see 4.1, Wave Model), as appropriate to their needs.

#### 4.8 ***Physical Education***

All pupils access PE lessons at Greenholm 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 & tennis. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification.

#### 4.9 ***PSHE, Personal Development, Citizenship and Careers Education***

Our Personal Development curriculum has been written in line with statutory guidance and using government legislation such as Relationships Education, Relationships and Sex Education (RSE) and Health Education. Personal Development was formally known as Personal Social and Health Education (PSHE).

Our PSHE curriculum is both preventative as well as reactive to our learner's own physical/ mental health development needs. The curriculum is also structured to address any contextual safeguarding trends that occur throughout their development.

In addition, Personal Development opportunities are closely linked to enrichment activities and opportunities, such as Mental Health Week.

Some of the topics that will be covered within PSHE, include:

- Puberty and Personal Care
- Sex and Healthy Relationships
- Personal Finance
- Internet Safety
- Substance Misuse
- Mental and Physical Health
- Wellbeing
- Managing change
- Transition to adulthood
- Enterprise and Employment
- Diversity and Equality

It is important to note, that almost 100% of our learners are diagnosed with Autism Spectrum Condition, our PSHE and personal development curriculum is tailored to support the delivery/ progression towards the Long Term Outcomes from their Education Health and Care Plans. Therefore, all learners across the school will access PSHE lessons throughout their school week.

### **WORK RELATED LEARNING and WORK EXPERIENCE**

Pupils and learners have the opportunity to access information and meet with external specialists to enable pupils and their families to make informed choices about potential next steps:

- Witherslack Futures: GetMyFirstJob
- College visits

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- Job Fairs Visits
- Guest speakers

Pupils and learners access Careers Education which prepares them for adulthood, higher education and/or employment through:

- Personal Development curriculum
- Dedicated Careers lessons for KS4/5
- Careers week activities
- Internal work experience
- External work experience
- Class enterprise

Pupils at Key Stages 3 and 4 have access to impartial careers advice from:

<https://nationalcareers.service.gov.uk>

- Year 10-14: individual session
- Year 7-9: Group sessions

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.

#### **4.10 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics**

At Greenholm School, SMSC and British Values are promoted in so much of what we do, not least during our PSHE & Careers lessons, but also through our Student Council meetings and whole-school enrichment opportunities.

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.

Due to the abstract nature of Religious Education (RE) this subject can be highly challenging to deliver to autistic pupils. To support engagement in delivering the agreed local syllabus (Sutton), RE is taught as part of Personal Development with a focus on cultural influence of religion and links to Fundamental British values.

#### **RELIGIOUS EDUCATION**

Due to the abstract nature of Religious Education (RE) this subject can be highly challenging to deliver to autistic pupils. To support engagement in delivering the agreed local syllabus (Sutton), RE is taught as part of PSHE and our wider SMSC curriculum with a focus on cultural influence of religion and links to Fundamental British values.

#### **MODERN FOREIGN LANGUAGES**

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Due to the communication challenges of the majority of our cohort, Modern Foreign Languages (MFL) are not taught as part of the whole school timetable. Pupils with interest in languages have the opportunity to engage in language workshops as part of the weekly club or challenge week programmes.

## ENRICHMENT & CLUBS

Enrichment is imbedded across the school year to provide pupils with a safe opportunity to experience cultural activities, where their autism and other needs are understood and supported. These opportunities include:

- Dedicated enrichment carousel and club sessions
- STEM workshops
- Enrichment week activities (Including: Black History, STEM week, arts week)
- School sports clubs and use of local sports facilities
- Trips to local community (Community & Social)
- Inter-school sports competition
- Subject trips
- UK day trips

## SUPPORTING AUTISTIC GIRLS

Due to the fact that autism is commonly easier to identify in boys, Greenholm school has a much lower number of girls on roll compared to boys, with some classes having just 1 girl to 6 boys. To ensure that our girls have the same opportunities as boys, some activities are provided exclusively for girls. These include:

- Girls Social Group
- Girls' Sports Club

These groups are designed to encourage engagement in activities where female pupils identified they felt unable to fully engage due to the class or club being dominated by male pupils.

### 4.11 COVID-19 Recovery Curriculum

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

## 5. IMPACT, ASSESSMENT AND MONITORING

### 5.1 Impact

The impact of the curriculum at Greenholm School is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work and life. We recognise that we may never see the long-term impact of our curriculum, but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

## FEEDBACK and IMPROVEMENT

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Greenholm School recognises that many autistic children and young people find it difficult to accept feedback, especially if it is written on work that is already completed. For feedback to have an impact, teachers will give live, formative feedback in class (verbally, visually or modelling) to support improvement in pupils' knowledge and skills.

## LESSONS

Classes are delivered using a combination of primary model (form tutor teaches most subjects) and secondary model teaching (form tutor and specialist subject teachers), depending on their cognitive, speech, language, communication abilities and social emotional and mental health needs. We use a combination of qualified and unqualified teachers for most lessons. Some lessons and/or activities are led by Learning Support Assistants (LSAs), where deemed suitable, supported with planning from a teacher.

Classes are supported by LSAs to ensure there are staff with strong relationships and a deep understanding of pupil individual needs in each class, additional support may be required from the Pastoral Team in relation to behaviour support. The LSAs main role is to support pupil learning by:

- Strengthening Fluency – Supporting pupils to understand key vocabulary and skills
- Modelling Tasks – Show pupils how to complete a task or activity
- Promoting Independence – Give pupils time to process questions and/or tasks, developing strategies so pupils can rely less on staff support
- Scaffolding Tasks – Adapt tasks provided by teachers so pupils can access learning
- Communicate with pupils – Give the pupils a voice and provide choice

Subject leaders and senior teachers support primary model and unqualified teachers to ensure correct skills and knowledge are taught, through:

- Co-teaching
- Collaborative planning
- Supportive action plans
- Peer observations and feedback

## 5.2 Assessment

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

Wherever possible, we enter our Key Stage 4 & 5 pupils to sit external tests (eg: Functional Skills/Entry Level/ GCSE's or equivalent). However, due to the gaps in learning that some of our 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 external tests, parents/carers will be notified in writing.

Our 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 topic and progression maps.

## 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.

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## EDUCATION, HEALTH and CARE PLANS (EHCPs)

All pupils attending Greenholm School are supported by an EHCP. This gives the pupil, parent, school and all other parties (such as therapists, social workers, etc) involved with the individual pupil a joined up understanding of the main areas of needs with targets to support progress. Through Annual Review meetings & ITACs, all parties discuss and agree outcomes for the next year and beyond. Annual Reviews include discussions on transitions and potential destinations after Greenholm School. These meetings are important as it outlines the main focus for a pupils' education and is used to adapt the curriculum to meet the needs of every pupil.

## PROGRESSION MAPS

All subjects taught by Greenholm School teachers have targeted progression points across a wide range of levels from Pre-entry to Year 11 (GCSE). Some non-accredited subjects such as PSHE & ASDAN extend end points to Year 13.

**Pre-Entry** ≈ Early Years equivalent or below

**Entry Level** ≈ Years 1-6 Primary School Levels / Entry Level Functional Skills

**Year 7-11** ≈ Years 7-11 Secondary School / Level 1 and 2 (GCSE)

**Year 12-14** ≈ Age related expectations for 17-18-year olds

NB: Greenholm School does not currently offer A-Level / Level 3 qualification as part of its standard internal KS5 offer (Exceptions are supported through online or external educational partners with support from Strawberry Lodge Campus staff as needed).

Progression Maps are used to identify learning intentions and individual pupil targets, by teachers, identified in Medium Term Planning (MTP).

## TOPIC MAPS

For all subjects delivered by Greenholm School teachers there are topic(s) identified for each half term/term identifying which content from the progression map to teach.

Progression Maps and Topic Maps are guides created by subject leaders to map skills and knowledge that is expected to be taught to pupils across timetabled subjects. Content is often linked to the national curriculum, but also linked to common needs identified through annual reviews by pupils, parents, teachers and therapists. Our progression maps are designed to be ambitious across all subjects, so that pupil progress is not limited by our curriculum.

*Example:*

*Travel Skills are often identified as a crucial area needed to develop a child's independence. This area of need has been raised by parents rather than identified through the national curriculum.*

## MEDIUM TERM PLANNING

Medium Term Planning (MTP) is created by individual teachers to support delivery of a subject to classes and individuals. Teachers are expected to use the Progression and Topic Maps to guide their planning by identifying suitable targets and learning intentions, and then structure teaching to support each pupil to learn. These targets need to be achievable and realistic while also remaining ambitious so pupils are stretched and challenged. Half term targets and weekly success criteria will vary, sometimes greatly, from pupil to pupil. Teachers focus on engineering success for pupils to meet expectations at their stage of learning (See **3. HOW WE TEACH**) and suitable content (**Progression Maps**).

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Example:

A year 9 is working at Entry Level so the teacher identifies the following learning intention to focus on for 6 weeks from the Progression Map ('Read, write, order and compare numbers to at least 1 000 000').

The teacher identifies a half term target for each pupil to achieve:

- Pupil one will be able to read, write and order any number up to 1 000 000 using words or digits
- Pupil two will be able to read, order and compare any number up to 1 000 000 using words or digits (due to handwriting difficulties, pupil two has access to a scribe)
- Pupil three will be able to read any number from their book and identify the largest number from a set of three (due to rigid thinking, pupil three will only read Harry Potter Books)
- Pupil four will be able to complete a 10-minute task comparing three numbers (lowest, middle, largest) up to 1 000 000 (due to being new to Greenholm School and having been a school refuser, pupil four is highly anxious about being in a classroom and requires close LSA to understand and follow classroom expectations)

Pupil progress is then identified by weekly success criteria for each pupil.

- Success for pupil one in week one will be to Read a variety of numbers from different sources in digit and word form up to 1 000 000 (engagement in learning).
- Success for pupil two in week 1 will be to transition from their workstation and read two numbers to their LSA (access to learning)
- Success for pupil three in week 1 will be to find three numbers from their favourite story and write them in words (attention)
- Success for pupil four in week 1 will be to identify that lesson 2 on Wednesdays is maths (Access to learning)

All four pupils would make individual progress but are likely to reach different end points by the end of half term.

Progress is discussed in Annual Review meetings to ensure that each pupil is likely to meet agreed educational outcomes and gain suitable qualifications.

Greenholm 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 CORE and FOUNDATION SUBJECTS

Pupils currently study the following subjects up to the end of KS3

- English
- Mathematics
- Science
- PSHE
- PE
- Computing
- Humanities (History and Geography)

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- Art
- Music
- Drama

In KS4 all pupils continue to study English, Mathematics, Science, and PSHE, accessing Entry Level or GCSE equivalent qualifications where possible in English, Maths and Science. Additional subjects and qualifications are discussed as part of the year 9 transition review to ensure that pupils have the opportunities to reach their desired destination at the end of year 11. Pupils working at Entry Level or below are able to access a qualification through our ASDAN programme meaning that all pupils have the opportunity to complete an accredited qualification no matter what ability.

In KS5, pupils are referred to as learners and mostly taught at the Strawberry Lodge Campus. Learners will continue to study English and Mathematics until they achieve as close to a level 2 as they can during their time at Greenholm School.

In addition to English and Mathematics, learners are supported to access college partners to focus studies that will support them to access the world of work. Learners also have the option to complete studies through Strawberry Lodge in a variety of vocational & creative areas including:

- SATRO – Construction BTEC partner
- GCSE Art & Photography
- Digital Art
- Arts Award
- LCM Pop & Rock
- History
- Statistics

## 6.2 REFERENCES

## 6.3 ASSOCIATED FORMS

SMSC and BV Local Procedures Policy  
 Futures, Careers and Work Related Policy  
 PSHE & Citizenship Local Procedure  
 Feedback and Marking Policy

## 6.4 APPENDICES

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