

EASTWOOD GRANGE SCHOOL

CURRICULUM PROCEDURE



Eastwood Grange Vision Statement:

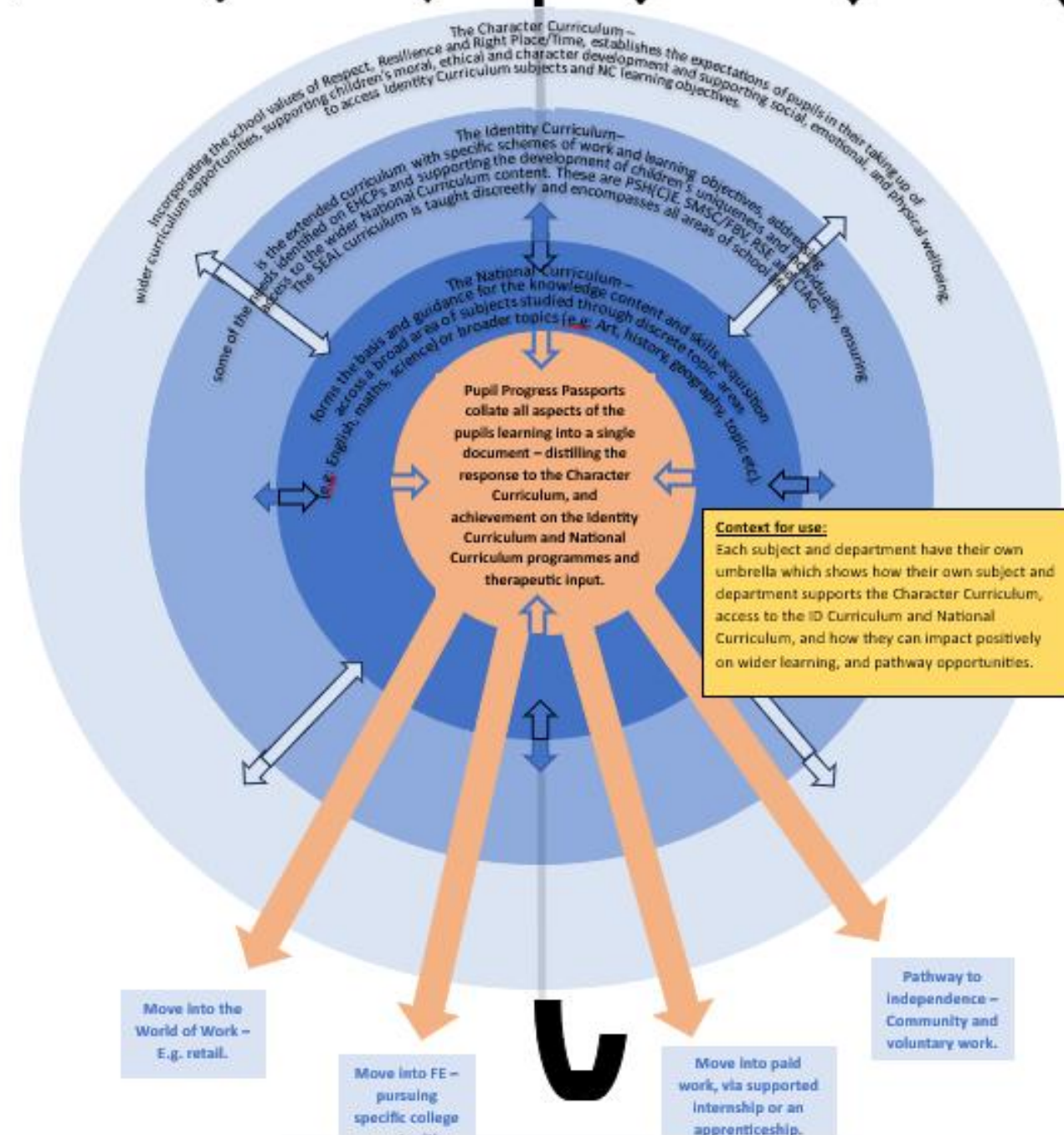
"Supporting young people to thrive by giving them the skills to navigate challenges and understand their emotional needs, fostering independence and fulfilment beyond education."

Overview

Eastwood Grange School is an independent, special day school for up to 60 boys and girls aged 5-19 years. The students present with a variety of differing complex to severe educational, social, emotional and mental health needs and have experienced many different school environments, many of which have been unable to meet their needs. This has impacted their personal and educational development, often resulting in our children and young people feeling very unsettled within the school context. We aim to support children and young people with their educational, social, emotional and mental health and wellbeing needs in a way which supports them to feel safe in school and thrive in their learning.

Related Policies	School Assessment Procedure Marking and Feedback Procedure English Procedure Mathematics Procedure
------------------	---

Issue date: July 2019
Updated: January 2025
Author: Sam Littlewood (Deputy Head Teacher)
Review date: January 2026



CURRICULUM OBJECTIVES:

At Eastwood Grange School, the curriculum is designed to: recognise the unique start points at which children begin their journey with us. Provide a curriculum that puts the social and emotional needs of our children alongside their academic educational journey. Giving children the opportunities of **building resilience and skills** to rise to the challenges of academic success, in order to equip them with skills, to develop **independent and fulfilled lives beyond education**.

VISION STATEMENT EXPLAINED:

‘Building resilience and skills in our students for an independent, fulfilled life beyond education.’

Our children will develop character that allows them to rise to new challenges, so that they gain confidence in acquiring skills for living and learning, leading them in a direction that prepares them for a productive and proactive life and a career of their choosing.

Intent:

Universal:

3R's- These are the skills students will need for success in life, they are right place, right time, respect and resilience. These values are used to underpin all work done at Eastwood Grange.

Identity Curriculum- Development of a student's social, emotional, physical and personal skills and understanding about themselves and the world around them.

National curriculum- This is the core to all academic learning that will lead students onto ELC and GCSE pathways.

Targeted:

Intervention sessions- These are completed in areas such as fresh start to help develop phonics in older students.

Academic pathways- Students will go on to achieve qualifications ranging from Entry level to GCSE. This will be targeted based on their abilities at the end of year 9.

Independent careers advice- supports students in gaining 1:1 knowledge on specific career paths.

Specific:

Bespoke pathways- Some students have bespoke personalised pathways based on their needs. This in some cases includes work experience and focus on building skills for a specific career.

Alternative provision learning- where students have a specific career focus, they may go to alternative provision to attain higher level qualifications in areas such as catering and construction.

Implementation:

Universal:

Learning linked to real world scenarios and places - This helps students see the relevance of the work that they are completing.

Practice lead learning - working through questions and scenarios in workbooks to develop reading, writing and numeracy skills.

Pedagogical and therapeutic training- This is provided to all staff to allow various strategies to be used in leading the education for the students at Eastwood Grange.

Targeted:

Personalised work- This is completed to help all students access their work. This may vary from breaking tasks down into chunks to repetition of certain tasks.

Varied teaching styles used- this may be things such as using physical resources to embed learning.

Specific:

Occupational therapy links to PE: for these 2 areas to lease together to embed OT strategies to support physical development withing PE.

Use of word processors: where students struggle to write for prolonged periods of time due to educational needs word processors can be provided to allow access to all areas of learning.

Individualise learning spaces to support the academic learning process.

Impact:

Universal:

Pupil progress passport- this links all areas or progress together including attendance, behaviour, emotional progress and academic progress to give a wholistic view of the student.

Qualifications- all students will leave the school with qualifications at year 11. These will range from Entry level qualifications and National Open College Network (NOCN) accreditation linked to specific subjects and life skills learning, to GCSE accreditation.

Targeted:

Support into college places: some students acquire college places following year 11. Support for this is targeted through the career's teacher and the independent careers advisor.

Use of varied ways of assessing progress, through portfolios, photos, journals

Specific:

Individual career paths: all students will have different ideas of paths to take once leaving school and specific bespoke support is provided to help students to move onto these pathways.

Case studies – show the impact of their personalised curriculum in successfully overcoming barriers to learning.

The wider curriculum:

- Holistic Development: A key focus at Eastwood Grange is not just academic progress but also social, emotional, and physical well-being. This can involve activities such as sports, arts, Therapy sessions, our ID Curriculum, SEAL (Social and emotional aspects of learning) time.
- Critical Thinking and Problem Solving: We emphasise the development of skills that enable students to analyse information, think critically, and solve real-world problems. This is done through staff Pedagogical training in areas such as Metacognition and activating Prior Knowledge.
- Life Skills: Including practical skills that are essential for daily life, such as financial literacy, communication skills, time management, and interpersonal skills. This is accredited through the NOCN curriculum in upper school.
- Global Awareness: We provide opportunities for students to learn about different cultures, global issues, and develop a sense of global citizenship. This is completed through our identity curriculum and topics lower down school.
- Creativity and Innovation: We have a creative curriculum that encourages imagination and innovation through the subjects of art, music, drama, and topic-based learning.
- Career and College Readiness: CEIAG is built into our identity curriculum. We also have independent careers advice offering guidance and practical experiences that prepare students for future careers or further education, including vocational training and apprenticeships.
- Inclusive Education: We ensure that the curriculum is accessible and relevant to students with diverse abilities, backgrounds, and learning styles. There are pastoral interventions available to support student struggling in their education.
- Community Engagement: Where possible we look for opportunities for community engagement. This is often done through the following means: Police visits, post-16 led charity events and School council.

1. THE CURRICULUM

The Eastwood Grange curriculum will inspire and challenge all learners and prepare them for the future. Specifically, the curriculum will help students:

- Achieve high standards and make good progress (please see Appendix for what constitutes good progress at Eastwood Grange)
- Enable students to more easily progress by ensuring their access to the curriculum relevant to “stage, not age”.
- Acquire and be able to use social skills and understand and manage their emotions.
- Progress in line with their individual Education Health and Care plan objectives

2. THE CURRICULUM OUTCOMES

Eastwood Grange’s curriculum will:

- Ensure, where possible, all KS1-KS5 students access 25 hours of education.
- Be personalised to ensure the individual needs and abilities of each student are most appropriately taken into account in planning the curriculum.
- Meet the needs of all students of all abilities at the school
- Take into account the additional needs of each student
- Develop students’ linguistic abilities
- Develop individual literacy skills, including functional literacy, where appropriate
- Develop individual mathematical ability, including functional numeracy, where appropriate
- Empower students to become confident, responsible, healthy and safe learners and citizens
- Develop learning and metacognitive skills
- Build self-reliant, problem solving learners
- Develop students’ identity, sense of self and promote positive self-esteem
- Support students to self-regulate and manage their emotions
- Lead to qualifications that are valued by employers and meet the requirements for entry to further and higher education and/or apprenticeships of each key stage
- Prepare students to make appropriate choices at the end of KS1, KS2, KS3, KS4 and KS5
- Ensure continuity and progression within the school and between phases of education
- Foster teaching styles which offer and encourage a variety of relevant learning opportunities
- Help students to develop social, moral, cultural and spiritual values
- Help students to learn about fundamental British Values as well learning about other religious, cultural beliefs and ways of life
- Enable Students to understand the risks associated with living in the 21st Century digital world

3. TEACHING GROUPS, CLASS SIZES

Students are taught in the group most appropriate to their individual circumstances, paying specific attention to their academic, social and emotional needs.

- Class sizes range from one to six.
- Students at KS1, KS2 and some KS3 based on their academic/ social and emotional ability follow a primary model of learning and stay with the same class teacher and teaching assistant for all their core learning.

The School Day

The school day starts at 9.00am and finishes at 2.30pm and is split by two breaks. Eastwood Grange School operates a continuous learning environment with recognition of the importance of social and situational learning. From arrival in school to departure and all points in between, students are supported to develop their ability to self-regulate and engage in social situations.

All core subjects at Key Stage 1,2, and 3 are taught from Schemes of Work. The core curriculum consists of:

- English
- Reading/Phonics at Key Stage One (including Fresh Start Phonics Intervention where required beyond Key Stage One)

- Reading (Drop Everything and Read)
- Mathematics/Numeracy
- Science
- Personal, Social and Health Education – (PHSE - taught as an ID Curriculum subject (Identity Curriculum) – Part of our core curriculum)
- Relationship and Sex Education (RSE – taught as an ID Curriculum subject – Part of our core curriculum)
- Spiritual, Moral, Social, Cultural Learning including covering Protected Characteristics and Fundamental British Values – Including ‘Question of the Week’ - taught as an ID Curriculum subject – Part of our core curriculum)

All Foundation subjects at Key Stage 1, 2 and 3 are taught from Schemes of Work. Other subjects taught are:

- Topic
- Geography and History (Driver subjects)
- Art, computing, DT/cookery, music and physical education (Enricher subjects)
- English, maths and science (Enhancer subjects)
- PE is taught as a standalone subject across all Key Stages

Further development opportunities for subjects of interest to individual children at Key Stage 1, 2 and 3

- Art (with the Art Lead)
- DT (with the DT Lead)
- Music (with the Music Lead)
- Cookery (with the Cookery Lead)

Alternative Provisions available at Key Stage 1,2, and 3

- Horse Riding
- Gymnastics
- Football Training (Chesterfield FC)
- Digital Media

The Seal Curriculum is an all-encompassing subject that is often taught, discussed, and covered by all active child facing staff throughout the school day.

4. Higher Key Stage 3 and Key Stage 4:

When children are ready and able, and gaps in learning have been underpinned, they can begin Entry Level qualifications from year 8 English (Step Up to English) and year 9 for maths and science. This allows children to achieve accreditation, within the class environment, thus reducing anxiety and helps to underpin and prepare them for the more formal qualification routes that they may take with GCSEs,

All core subjects at Key Stage 1,2, and 3 are taught from Schemes of Work. The core curriculum consists of:

- English (Accredited)
- Reading/Phonics (Fresh Start Phonics Intervention where required beyond Key Stage One)
- Reading (Drop Everything and Read)
- Mathematics (Accredited)
- Science (Accredited)
- Personal, Social and Health Education – (PHSE - taught as an ID Curriculum subject (Identity Curriculum) – Part of our core curriculum)
- Relationship and Sex Education (RSE – taught as an ID Curriculum subject – Part of our core curriculum)
- Spiritual, Moral, Social, Cultural Learning including covering Protected Characteristics and Fundamental British Values – Including ‘Question of the Week’ - taught as an ID Curriculum subject – Part of our core curriculum)
- Careers Advice – (CIAG – Year 8/9 - taught as a ID Curriculum subject – Part of our core curriculum)

All Foundation subjects at Key Stage 3 are taught from NOCN Schemes of Work, matched to NC aims and objectives. Because the children's timetables are personalised to individualised learning need and interest in order to best engage them in learning, most Foundation Subjects are offered as an option as per Key Stage 4, and are delivered by subject leads:

- Art
- DT/Cookery
- Computing
- Geography
- History
- Music
- Physical Education

Students have internal accredited options that can include:

- NOCN Skills for Employment, Training and personal development linked to NC aims and objectives.

Where a pupil is showing an aptitude for a subject, an alternative provider can be used to engage and encourage them to develop further skills and knowledge in their specific subject of interest. Students are also encouraged to access college/other providers as part of preparing for transition. If a student wishes to pursue a subject not currently offered by the school, partnerships will be formed with other Alternative Providers to facilitate this.

Other accredited routes may include:

- BTEc Mechanics
- Media and Music Production (REAL)
- Construction (REAL)
- Catering (REAL)
- Engineering (Engineered Learning)
- Football Training (Chesterfield FC)

Other accredited routes may include:

- ASSENTS level 1 or 2 Bricklaying
- Arts Award
- Rock School Awards
- Functional Skills ICT BTEc Mechanics
- Media and Music Production (REAL)
- Construction (REAL)
- Catering (REAL)
- Engineering (Engineered Learning)
- Football Training (Chesterfield FC)

5. Key Stage 5

Post 16 Core Curriculum

Dependent Upon Choices made by Learner:

1. Creative Industries Art/Design/music - Art, photography, creative media, music production, games design.
2. Construction and the Built Environment – bricklaying, plumbing, electrical engineering, painting and decorating.
3. Business and Economics – Business management, self-employment and running own business, banking.
4. Sport and Fitness – Personal trainer, sports science
5. Health and Social Care – residential care support worker, social worker, psychologist and counselling.
6. Public Services – Police officer, fire brigade, paramedic, armed forces.
7. Retail and Marketing - Retail management, retail analyst, buyer.

All pathways will consist of learners completing accredited qualifications NOCN/BTEC/ALEVEL – Level 2 & 3 (KS5):

Possible Career Goals: To continue with Higher Education, apprenticeship, internship, employment. Learners will be provided with Literacy, numeracy and Science sessions at Eastwood Grange School with subject specific teachers, to improve grades within re-sits or to completed accredited alternative qualifications where appropriate. Specific and targeted literacy and numeracy intervention will be compulsory. All learners will also complete NOCN qualifications for Lifelong learning skills, attending an interview, completing a CV, etc.

All pathways lead to HE, Full time employment, Internship or an Apprenticeship.

Lesson will be delivered in conjunction with alternative specialist provisions and Eastwood Grange School specialist staff.

All post-16 study plans are created from our young people's EHCPs to suit the individual. This may include most of their education on the Eastwood Grange site. Alternatively, the individual may be supported at college or alternative provision by specialist staff from Eastwood Grange School, with a continued therapy provision where appropriate.

6. MONITORING THE CURRICULUM

At all key stages, the curriculum success experienced by students is monitored through collection of data three times per year, moderation of the work that identifies comparative levels of success against the point on flight paths for each student, ensuring good coverage across the required curriculum and the longevity of delivery based on staff and costs. These decisions are reviewed once a term at a minimum by senior leadership team, with the consideration of 'through routes' being made to ensure that students can access further courses or qualifications later in their academic lives.

Other linked aspects to the curriculum are areas of therapy, the mental well-being of the students, health and safety provision, and, most importantly, how the curriculum for each student is bespoke for his or her needs identified on the Education Health Care Plan. On the latter basis, reviews and changes to the curriculum can happen throughout the school year at any point.

Lastly, the examinations officer has direct input into the delivery of the curriculum, flagging issues that may arise should a particular course be followed by teaching staff in school.

The Head Teacher and Assistant Head Teacher will co-ordinate the monitoring cycle using the hexagonal approach. This includes:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks
- work scrutinies
- curriculum development and planning
- initiating training / workshop opportunities with specific focus

Eastwood Grange School employs two more senior teachers to lead the development of literacy and numeracy. They contribute to the training and development of both teaching staff and higher level teaching assistants who deliver parts of our curriculum.

• QUALIFICATIONS AVAILABLE BY THE END OF PLACEMENT

The following represents the qualifications (awarding body in brackets) awarded in the past three years as an indication of what is available to our students on entry.

- English: [GCSE](#) (AQA), [Functional Skills](#) (AQA), [Entry Level Certificates](#), Level 1-3 (AQA)
- English Literature: [GCSE](#) (AQA)
- Maths: GCSE (WJEC), [Functional Skills](#) (AQA), [Entry Level Certificates](#), Level 1-3 (AQA)
- Science: [GCSE](#) (AQA), [GCSE "Synergy"](#) (AQA), [Entry Level Certificate](#), Level 1-3 (AQA)

- Skills for employment, training and personal development: [Level 1](#) (NOCN)
- BTEC Sport: [Level 1](#) (Edexcel)
- Construction: [Level 1](#) (Pearson)
- Resistant Materials: [GCSE](#) (AQA)
- History [GCSE](#) (AQA)
- Geography [GCSE](#) (AQA)

Given the strengths within the teaching and non-teaching staff team, including support staff, we are flexible in the delivery of qualifications to suit the developing interests of our students. Many of the certification routes can be delivered via the flexibility offered by the awarding bodies like NOCN awards.

Particular attention is placed on ensuring curriculum coverage of the topics associated with Fundamental British Values (FBV) and the topics associated with Protected Characteristics.

Promoting British values

The Department for Education has identified a need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy, and the Prime Minister has reiterated these values in 2014. At Eastwood Grange, these values are demonstrated throughout the school.

Much of our work on values is achieved as part of our Social, Moral and Spiritual and Cultural curriculum (SMSC) as well as our approach to teaching about “good choices”. However, to ensure good curriculum coverage FBV and the topics associated with it (below) are also taught as weekly timetabled slots through ‘Question of the Week.’

Democracy

We listen to students’ and parent’s/carer’s voice. We are clear in showing that we want the students to contribute, co-operate, and consider the views and needs of others. Our student voice policy ensures that they have a real say in their school.

The Rule of Law

We consistently reinforce our high expectations of students. Whenever appropriate, students are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has responsibility and that there may be consequences when rules are disregarded.

Individual Liberty

Within school, everyone is actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we try to help our students learn about what makes a good choice. Students are encouraged to express their views and we respond to their preferences and interests throughout our teaching.

Mutual Respect

All staff demonstrate respect to everyone they meet. They consistently promote the behaviours and attitudes that are the foundation of positive relationships. The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community.

Tolerance of those of Different Faiths and Beliefs

A key theme in our teaching understands the world around us, and this providing experiences relating to different faiths, beliefs and cultures. This school will not tolerate any extremist political or religious views expressed openly by staff or governors either in school to students or other staff members or in more public forums, for example, use of social media. Staff members may be subject to disciplinary action if necessary.

This school does not tolerate extremist views expressed by any visitors to the school, including parents. If a staff member hears such views, they must refuse further dialogue with that person and inform a member of the senior leadership team immediately.

- **PROTECTED CHARACTERISTICS**

As well as teaching the values of respect of other people through 'Question of the Week' and SMSC, focused lessons covering Protected Characteristics, (as set out by the Equality Act 2010), are also timetabled, and covers topics such as age, disability, gender realignment, marriage and civil partnerships, pregnancy and maternity, race, religion, belief, sex and sexual orientation. All of these topics are allocated time in the timetable co-ordinated by the SMSC lead.

- **PERSONALISATION**

All of the students who attend our school have complex and diverse needs; they have often experienced a number of previous educational breakdowns before arriving which means that we have to think quite creatively in order to re-engage them in learning. It is agreed, on entry, the curriculum model that best suits their needs and a personalised package is formulated. The focus is on preparing them for life beyond Eastwood Grange and developing their academic, vocational, social and emotional and life skills to prepare them for their individual pathway, preparing them for life beyond their educational career. This is taught across all key stages, through the Identity Curriculum, incorporating SEAL, SRE, PSHCE, SMSC and CIAEG, on a daily base as a core subject at the beginning of the day. At Eastwood Grange School we see the SEAL curriculum, which ultimately the WOW curriculum encompasses, as important equally as the children's learning in English, maths and science. However, there is scope at Key Stage 2 and Key Stage 3 to teach the subjects independently as standalone lessons, based on the individual needs of our students.

From year 7 onward, there is independent career advice provided through Derbyshire LEA's careers service. This helps our students contextualise their learning and begin forming ideas about the pathway they would like to follow both within and beyond education.

- **ASSESSMENT FRAMEWORK**

In order to ensure that we are "building resilience and skills in our students for an independent, fulfilled life beyond education", our assessment framework is tailored to support this.

All students are assessed on the following things:

- Core progress in English maths and science
- NOCN qualification in skills for employment, training and personal development
- Social and emotional progress is assessed through various strategies to help build resilience
- Therapy assessments are completed where necessary to support young people who may need interventions ranging from counselling, occupational therapy or speech and language therapy

In core subjects it is expected that 75% of our students will make at least one level of progress each term. It is also expected that 30% of our students will make 2 or more levels of progress. This is to help our students close the gap from the often disrupted education they have had prior to joining Eastwood Grange School.

A pupil passport system is in place to monitor progress in all areas for each student. This allows teachers and the senior leadership team to look at progress holistically and easily identify if there are any areas in which the student may not be making as much progress as expected.

- **THERAPEUTIC CURRICULUM**

The therapeutic team at Eastwood Grange School consists of a:

- Speech and Language therapist
- Occupational Therapist
- Two Counsellors
- Lead Psychologist (Initial assessment) fortnightly

Students access the appropriate therapeutic intervention in line with their individual needs. This is available to those both with and without a targeted provision identified on their EHCP. These sessions are part of a student's educational package with extended support at home with parents and carers when needed. Each child has access to an individualized timetable with a dedicated ½ hour session with someone from the team, dependent upon needs.

Further work is done through the intervention programme, overseen by our Transition and Intervention Lead and delivered by support staff.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
5 th March 2019	Eric Knutsen	Updated previous version with contents checklist from Priory's local procedures document. Added table of contents and review history.
September 2019	Stuart Lees	Added elements of curriculum intent statement
March 2020	Sam Littlewood	Names updated
June 2020	Stuart Lees	Class groupings updated to reflect growing role
January 2022	Stuart Lees	Updated accredited subjects and changes to the ID Curriculum
October 2022	Sam Littlewood	Updated accredited subjects and changes to the ID Curriculum. Removed COVID addendum
February 2024	Sam littlewood	Updated the wider curriculum
January 2025	Sam Littlewood	Checked for accuracy and revised minor wording