



'Nurturing Minds, Shaping Futures'

## Curriculum Local Procedure

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## 1. Curriculum aims

### The intent of our curriculum

In January 2025, we initiated a comprehensive review and redevelopment of our curriculum and pathway structure. As part of this process, we established subject-specific working parties, drawing on the expertise and strengths of our staff. These teams collaborated to complete a structured proforma, focusing on how teaching and learning could be effectively differentiated across our three core pathways: Stretch and Challenge, Learning for Life, and Engagement.

The aim was to ensure all students have access to a broad and balanced curriculum that is responsive to their individual needs and aspirations. The insights gathered from this collaborative process informed the development of distinct curriculum models for each subject and pathway, beginning at Key Stage 3. Throughout all of these pathways, we aim to develop learners' independent learning skills and resilience, to equip them for further education, apprenticeships, employment and/or independent living.

At Sketchley School, our whole school curriculum is intricately designed to provide a broad, balanced, and ambitious education that meets the needs of all our pupils. Our curriculum intent is based on the belief that every child deserves a rich and diverse learning experience that enables them to develop academically, socially, emotionally, and culturally.

We aim to foster a love of learning, critical thinking skills, and a deep understanding of the world around them. Our curriculum is designed to be coherent, sequential, and progressive, ensuring that knowledge and skills are developed systematically across all subjects and year groups. We place a strong emphasis on providing opportunities for creativity, exploration, and personal growth within a context-rich and stimulating learning environment.

### Our whole-school curriculum intends to:

- Provide a broad, balanced and inclusive education for all learners, that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop the knowledge, understand concepts and acquire skills; and subsequently be able to choose and apply (or recognise where it may be appropriate to apply) these in relevant situations.
- Support the spiritual, moral, social and cultural development of all learners.
- Support learners' personal development and responsibility for their own health; including P.E. the provision of wider opportunity for physical and outdoor and adventurous activity.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all students, with high expectations for every learner and appropriate levels of challenge and support.
- Have high ambitions for all pupils, including pathways which provide more bespoke opportunities for the enhancement of academic, vocational or developmental opportunities.
- Equip pupils with the knowledge, awareness and cultural capital they need to succeed in life.

### **Aims specific to Sketchley Hall site:**

- Promote the learning and development of our youngest learners and ensure they are ready to progress into their next steps.
- Establish a flexible, learner-led programme of study which encourages, engages and inspires learners to attend school and take an active role in their learning.
- A primary curriculum for Lower Key Stage 2, and Upper Key Stage 2
- A Stretch and Challenge pathway prioritising learning across core and non-core subjects alongside Personal Development, from year 7
- An Engagement pathway prioritising a blended approach to learning with a greater focus on Personal Development opportunities, from year 7

Our Sketchley Hall site provides a highly specialised and inclusive curriculum tailored to meet the diverse needs of students with autism. We offer two distinct provisions: a formal education pathway and a sensory-focused provision.

Our Stretch and Challenge provision supports students in structured environments that prioritise communication, social development, and the nurturing of individual strengths. This approach enables students to thrive academically and socially, while also preparing them for future pathways such as employment or volunteering.

Our Engagement provision caters to a smaller cohort of students who benefit from sensory-friendly environments and personalised therapeutic strategies. These interventions help students process sensory information effectively, promoting comfort, engagement, and overall well-being, with a strong emphasis on developing independence for later life.

We operate mixed year group classes across Years 3–8, organised into three two-year curriculum cycles:

- Years 3 & 4
- Years 5 & 6
- Years 7 & 8

This structure ensures a broad and balanced curriculum without repetition, allowing all pupils to access meaningful learning experiences.

### **Use of "I Can" Statements to Support Learning and Assessment**

At the beginning of each new topic, students should be provided with a copy of the relevant "I Can" statements, which should be affixed in their exercise books. These statements clearly outline the key learning objectives for the topic, enabling students to understand the intended learning outcomes and engage more purposefully with the curriculum.

The "I Can" statements are directly aligned with the Evidence for Learning framework, supporting both formative and summative assessment practices. They help to evidence the level at which each student is working, as well as the degree of independence demonstrated in their work.

While a standardised set of "I Can" statements is available for staff to use, it is expected that these are adapted and personalised to reflect the individual needs of each student. This includes ensuring alignment with curriculum targets and, where applicable, the specific outcomes outlined in students' Education, Health and Care Plans (EHCPs).

## **Pathways**

Following a comprehensive review of our curriculum design in June 2025, we have refined our approach to student pathways. Initially conceived as a means to streamline students based on academic ability, we now recognise the importance of tailoring provision to the individual needs of each learner. As such, pathways are no longer rigid academic tracks but indicative frameworks that reflect a student's learning style and therapeutic requirements. These pathways are intentionally flexible, allowing for movement and adaptation as students progress. The three broad pathways are: Stretch and Challenge, for students working at age-related expectations and benefiting from universal interventions; Learning for Life, for those working below age-related expectations and requiring targeted support; and Engagement, for students whose academic functioning varies but who need specific interventions to access education effectively. All pupils should be baselined upon entry to the school, and every student will have the opportunity to work towards a range of qualifications appropriate to their ability, ensuring a personalised and inclusive educational experience.

From Year 7, students are placed on one of two pathways:

- **Stretch and Challenge Pathway:** A more formal, academically ambitious route that prepares students for up to five GCSEs by Key Stage 4. This pathway supports progression into mainstream further education, including Level 3 vocational qualifications or A Levels.
- **Engagement Pathway:** A personalised, blended curriculum with a strong focus on personal development. Students follow a bespoke model encompassing a thematic focus. This allows them to explore National Curriculum objectives but within a more sensory capacity. This pathway typically leads to entry-level qualifications and supports transitions into further education, supported living, or work placements.

### **Aims specific to Forest House site:**

- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Provide a Stretch and Challenge curriculum prioritising a strong academic core of subjects along with personal development.

- Provide a Learning for Life curriculum prioritising personal development subjects along with core qualifications. Qualifications offered on this pathway are Entry level to Functional skills level 2.
- Provide an Engagement curriculum prioritising a blended approach to learning with a greater focus on Personal Development opportunities.

From Year 9, we introduce a third pathway:

Learning for Life Pathway: This route blends academic, vocational, and personal development opportunities. In Key Stage 3, students access a broad curriculum with a focus on personal growth. By Key Stage 4, they may pursue GCSEs, Functional Skills (up to Level 2), or entry-level qualifications.

#### **Aims specific to Progression House site:**

- Provide a supplementary curriculum to compliment learners' FE study.
- Where appropriate, upskill learners with the core skills, qualifications and/or accreditations needed to enhance prospects of entry into further education or employment.

Progression typically includes vocational courses at local colleges, supported by continued study in Maths and English at our Progression House site. At Key Stage 5, students continue to develop employability and independent living skills through ASDAN qualifications and real-world experiences.

Our curriculum is designed to be flexible, inclusive, and aspirational, empowering every learner to achieve their full potential and transition successfully into adulthood.

## **2. Legislation and guidance**

This curriculum policy reflects the requirements of the National Curriculum programmes of study, which we have chosen to follow, particularly within our primary classes. It also acknowledges the statutory requirements for the Early Years Foundation Stage (EYFS), as outlined in the most recent EYFS statutory framework (updated November 2024) [1]. This ensures that our youngest learners receive high-quality early education that supports their development, learning, and well-being.

In shaping our curriculum, we have drawn on guidance from Regulation 2 of the Education (Independent School Standards) Regulations 2014, which remains in force with amendments as of 2024 [2]. This regulation underpins our commitment to providing a broad and balanced curriculum, clearly defined through written policy and supported by consistent planning and schemes of work.

We also uphold the principles of inclusion and equality, as set out in the Special Educational Needs and Disability (SEND) Code of Practice 2014 and the Equality Act 2010 [3]. These frameworks guide our approach to meeting the diverse needs of all learners, including those

with Education, Health and Care (EHC) plans, and ensure that our curriculum is accessible, inclusive, and responsive to individual needs.

Furthermore, this policy aligns with the curriculum-related expectations for governing boards as outlined in the Department for Education's Governance Handbook, ensuring that our leadership and governance structures support high standards of education and accountability.

#### References

- [1] [Early years foundation stage \(EYFS\) statutory framework](#)
- [2] [The Education \(Independent School Standards\) Regulations 2014](#)
- [3] [SEND CODE OF PRACTICE AND THE CHILDREN AND FAMILIES ACT FINAL](#)

### 3. Roles and responsibilities

#### 3.1 Governance

Whole-school Governance of Sketchley School will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

Whole-School Governance will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets.

Teaching time is directed in such a way as to promote the best possible outcomes for learners.

The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, sciences, P.E. and PSHE/RSE; and enough teaching time is provided for pupils to cover the requirements of these curriculum areas.

Proper provision is made for learners with different abilities and needs, including students with more complex or challenging special educational needs or disabilities.

All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs, are approved by the secretary of state.

The school implements the relevant statutory assessment arrangements via a strictly-adhered to Examinations Policy.

It participates actively in decision-making about the breadth and balance of the curriculum.

Learners from year 8 onwards are provided with impartial careers guidance, and that this is appropriately resourced.

#### 3.2 Senior Leadership Team (SLT)

Deputy Headteachers are responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met; all of this is encompassed through subject-specific 'Intent, Implementation and Impact reviews' which are conducted on a regular basis.

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed regularly by both SLT and whole-school governance.

Where appropriate, the individual needs of learners are met through timetable revision, interventions and/or disapplication for all or part of the regular school curriculum.

Requests to withdraw learners from certain curriculum subjects, aspects or lessons are managed sensitively and with due care and consideration.

The school's procedures for assessment meet all legal requirements.

Whole-school governance is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

School Governance is regularly advised on whole-school targets in order to make informed decisions about the vision and direction for Sketchley School.

Proper provision is in place for all learners with different abilities, backgrounds and needs, including specific dispensation for needs outlined as part of EHCPs.

### **3.3 Other staff**

All staff involved in the teaching and learning of students including, but not limited to, Subject Leads, Subject Teachers, Class Teachers, HLTAs, UQTs and Teaching Assistants, are required to actively ensure that the school curriculum is implemented in accordance with this policy.

Where staff may have ownership or responsibility for any aspect of the curriculum design, planning or implementation, it is expected that they do so in accordance with this policy.

## **4. Organisation and planning**

### **The implementation of our curriculum**

In May 2025, we conducted a student voice survey with learners at Sketchley Hall to gather their perspectives on the design and content of their curriculum. The feedback received played a pivotal role in shaping the development of our revised curriculum offer.

The implementation of our whole school curriculum is carefully planned and executed to ensure high-quality teaching and learning experiences for all our pupils. Our skilled and dedicated teaching staff work collaboratively to deliver engaging lessons that challenge and inspire. We have a robust system for curriculum mapping, which ensures that all subjects are taught with equal importance and attention to detail.

We utilise a range of teaching strategies and resources to cater to the diverse needs of our learners, including effective use of technology, hands-on experiences, and real-world connections. Cross-curricular links are embedded throughout our curriculum to provide a holistic learning experience that encourages pupils to make connections between different subject areas.

We place a strong emphasis on promoting British values, diversity, and inclusivity within our curriculum. Our pupils are exposed to a wide range of cultural experiences and perspectives to foster tolerance, respect, and understanding of others. Staff are encouraged to take opportunities to discuss local or world events as and when necessary.

The Sketchley School curriculum is organised and structured across five distinct stages (Primary, Key Stage 3, Key Stage 4 and Post-16) with interwoven pathways catering to the specific needs of individual learners.

## **Approaches used with all pupils**

**Differentiated Instruction within lessons:** Tailoring teaching methods to accommodate the diverse learning styles and abilities of students in our classrooms. Providing opportunities for extension and support to challenge and assist learners at all levels.

**Inclusive Resources:** Utilising a variety of resources, materials, and texts reflecting our students' diverse backgrounds and experiences. Incorporate inclusive literature, images, and examples to make learning relevant and engaging for everyone.

**Personalised Learning:** Getting to know our students as individuals and using this understanding to personalise their learning experiences. Offering choices for group work, allowing students to take ownership of their learning journey.

**Collaboration and Support:** Fostering a culture of collaboration and support among staff members to share best practices and strategies for meeting the needs of diverse learners within group settings. Work together to create an inclusive learning environment where every student feels valued and supported

## **Universal approaches**

Behaviour strategies where appropriate, attitudes for learning and school values are reinforced across the school, assemblies, whole school culture days, whole school personal development curriculum that flows throughout key stages, the pastoral hubs.

## **Targeted approaches**

### 1. Differentiated Instruction

Teachers utilise a range of teaching strategies and resources to cater to the diverse learning needs of students. Differentiated instruction ensures that each student receives instruction at their level of understanding, pace of learning, and modality of learning.

### 2. Individualised Support

A multidisciplinary team comprising teachers, UQTs, therapists, pastoral leads and support staff collaborate to provide individualised support to students. This team approach ensures that each student receives the necessary academic, social, emotional, and behavioural support tailored to their specific requirements.

### 3. Sensory Considerations

The curriculum considers the sensory sensitivities of students on the autism spectrum. Learning environments are carefully designed to minimise sensory overload and create a calming, predictable, and safe space conducive to learning.

### 4. Communication and Social Skills Development

A strong emphasis is placed on developing communication and social skills within the curriculum. Opportunities for social interaction, peer collaboration, and explicit teaching of social skills are integrated into various subject areas to support students in building meaningful relationships and connections with peers across our three sites.

**5. Group work:** Group work is encouraged within classrooms where suitable, ACE clubs involve collaborative playing, literacy interventions are targeted at specific groups.

**6. Assessment:** Our CAT4 and Progress Test assessments allow us to put interventions in place to those students who need it, whether that be in a group or individual environment. Our NGRT tests show us the reading ages of students so that we can put in place reading interventions.

## **Specialist approaches**

### 1. Positive behaviour support plans

Each student undergoes a comprehensive assessment to identify their unique learning preferences, communication styles, sensory sensitivities, and areas of strength and difficulty undertaken in various ways by our members of staff. Based on this assessment, PBS plans are followed for every student including adaptations to the curriculum.

### 2. Differentiated Instruction

Teachers utilise a range of teaching strategies and resources to cater to the diverse learning needs of students. Differentiated instruction ensures that each student receives instruction at their level of understanding, pace of learning, and modality of learning.

### 3. Individualised Support

A multidisciplinary team comprising teachers, therapists, behaviour/pastoral specialists, and support staff collaborate to provide individualised support to students. This team approach ensures that each student receives the necessary academic, social, emotional, and behavioural support tailored to their specific requirements.

### 4. Sensory Considerations

The curriculum takes into account the sensory sensitivities of our students. Learning environments are carefully designed to minimise sensory overload and create a calming, predictable, and safe space conducive to learning.

### 5. Communication and Social Skills Development

A strong emphasis is placed on developing communication and social skills within the curriculum. Opportunities for social interaction, peer collaboration, and explicit teaching of social skills are integrated into various subject areas to support students in building meaningful relationships and connections.

### 6. Communication with parents

Regular discussion with parents gives insight, thoughts are encouraged and taken into account.

## **Primary:**

At Sketchley school we have developed our own personalised thematic curriculum. This follows guidance set out by the DfE in the National Curriculum 2014 and is tailored and adapted to suit the students of Sketchley school. We aim to provide a holistic and inclusive curriculum that addresses the specific needs and challenges faced by students with disabilities.

In developing our curriculum, it was important that our curriculum design provides inspirational learning experiences for all our pupils. The curriculum is varied and personalised to the individual needs of our students. The primary curriculum follows a 2-year cycle and predominately focuses on the year 5 and 6 objectives for foundation subjects. Maths, English and reading are personalised to each student and focus on the national curriculum objectives.

Our curriculum ensures that all learning is aspirational, and subjects are interwoven through a range of linked topics. This means that learning at Sketchley School is meaningful, engaging, practical and fun. Our aim is to prepare our students so that they are ready to access the KS3 curriculum at Sketchley Hall.

Teachers ensure maximal coverage of the National Curriculum from EYFS to year 6 through the careful planning and resourcing of individual subject areas. All subjects are taught explicitly and follow designated half-termly units of study. Students experience a taught Personal Development curriculum to complement the academic, leading to a broad and balanced offering.

Long-term planning for Key Stage 2 is designed, implemented and reviewed by Deputy Headteachers, in conjunction with Subject Leads or Teachers as appropriate, with subsequent planning responsibility in the medium- and short-term falling to Class Teachers. KS2 Medium-Term Planning is created in-line with our MTP Planning Proforma, though teachers have the autonomy to plan individual lessons in whichever way suits their teaching style and that of their students.

Within the primary phase, classes are equipped with resources to support the delivery and assessment of teaching and learning and are actively encouraged to request any resources which may be deemed to be appropriate for the learning needs of their class. We constantly review and evaluate our half termly plans and make changes and adjustments to suit individual needs as appropriate.

## **Years 7 and 8**

The approach taken within lower Key Stage 3 is more structured and resembles a traditional 'primary' model in its inception. Teachers are responsible for the medium- and short-term planning of subjects and the overarching 'direction' is set through long-term plans set on a 2-year rolling cycle. The aim of the rolling cycle is to prevent the repetition of topics within mixed-year group classes.

Teachers ensure maximal coverage of the National Curriculum for Years 7 and 8 through the careful planning and resourcing of individual subject areas. All subjects are taught explicitly and follow designated half-termly units of study. Learners experience a taught Personal Development curriculum to complement the academic, leading to a broad and balanced offering. Students are broadly placed on to either our Stretch and Challenge pathway, or our Engagement pathway. These are not static.

Long-term planning for Lower Key Stage 3 is designed, implemented and reviewed by Deputy Headteachers, in conjunction with Subject Leads or Teachers as appropriate, with subsequent planning responsibility in the medium- and short-term falling to Class Teachers. KS3 Medium-Term Planning is created in-line with our MTP Planning Proforma, though teachers have the autonomy to plan individual lessons in whichever way suits their teaching style and that of their learners.

Within lower Key Stage 3, classes are equipped with resources to support the delivery and assessment of teaching and learning and are actively encouraged to request any resources which may be deemed to be appropriate for the learning needs of their class.

Each long-term plan has an additional cross-curricula writing link for teaching staff to follow. English has to be taught across the whole curriculum, and it is everyone's responsibility to teach. Literacy has a lot of different definitions, but the goal of literacy across the curriculum is to prepare students with the ability to read, write, speak, and listen in a way that lets them communicate effectively and make sense of the world.

Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.

## **Transition**

During the Spring term, year 8 students are given regular opportunities to attend Forest House for cooking lessons with the food teacher and their current familiar staff team from Sketchley Hall. This gives them a taste of the secondary approach to learning while allowing them the familiarity of their current staff team to support them. For the final two weeks of the academic year, year 8's move over to Forest House to trial their timetable for year 9 and begin building relationships with their new staff members.

## **Year 9**

When students reach year 9 they transition over to our Forest House site for them to continue their educational journey in a more traditional secondary approach. At Forest House, they have access to subject specialist teachers who move between classes allowing the students to remain in one, predictable classroom environment with the exceptions of PE, Science and Cooking. Teachers follow a one-year plan that completes the remainder of the national curriculum before moving to KS4 expectations. All subjects are taught – where possible – by subject specialists; though in some instances responsibility for the teaching of certain curriculum areas may fall to other staff who are then supported in this capacity.

Students are placed in a pathway upon arrival at Forest House – Stretch and Challenge, Learning for Life, or Engagement.

Medium-Term planning is again created via Sketchley School MTP proformas and then individual teachers have the autonomy to determine what their short-term, daily planning looks like. It is expected – through having teachers who teach in one subject area – that this will enable teachers to feel confident in requesting and ordering resources which may be deemed appropriate for the teaching of their specific subject area.

#### **Key Stage 4:**

The approach taken within KS4 resembles a more traditional 'Secondary' model. Long-term subject aims and outcomes are determined by eventual qualification and/or accreditation expectations and outcomes. Generally, as learners enter this phase during Year 10, longer-term planning is created on a rolling 2-year basis, in order to reflect learners working towards qualifications over this time period.

Teachers ensure curriculum coverage adequately reflects the requirements and expectations of the accreditations being worked towards and carefully, plan, resource and assess individual subject areas, gathering evidence as required to support teacher-assessed grades and judgements. All subjects are taught – where possible – by subject specialists; though in some instances responsibility for the teaching of certain curriculum areas may fall to other staff who are then supported in this capacity.

Medium-Term planning is again created via Sketchley School MTP proformas and then individual teachers have the autonomy to determine what their short-term, daily planning looks like. It is expected – through having teachers who teach in one subject area – that this will enable teachers to feel confident in requesting and ordering resources which may be deemed appropriate for the teaching of their specific subject area.

#### **Post-16:**

The approach taken at post-16 is one which aims to supplement and support learners ongoing development and – where applicable – complement the programme of study being undertaken as part of their college course.

On-site staff ensure learners who attend our post-16 provision at Progression House can access online content and provision, as well as some face-to-face teaching in core curriculum or personal development areas, including English, Maths, PSHE/RSE and Independent Living skills.

Currently there are 3 subject specialist UQTs for English, Maths and Personal Development who are supervised by their relevant subject lead and supported by their Deputy Headteacher. Planning is the responsibility of UQT and support will be given by the subject lead and Deputy Headteacher.

Where learners are accessing post-16 provision on a full-time basis at our Progression House site, staff will support the implementation and access to relevant timetables with coverage of core curriculum subjects – linked to next steps – and enrichment opportunities via online accreditations.

**Please see the relevant local procedures for detail of the following curriculums:**

PSHE [PSHE Local Procedure.docx](#)

Relationships, Health and Sex Education (RSE) [RSE Local Procedure.docx](#)

Spiritual, Moral, Cultural and Social (SMSC) development [SMSC Local Procedure.docx](#)

British Values [British Values Local Procedure January 2025](#)

Careers Guidance [Careers Local Procedure 24-25.docx](#)

## 5. Inclusion

Teachers set high expectations for all learners at Sketchley School and use appropriate assessment systems and processes to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment/starting points
- Pupils from disadvantaged backgrounds
- Pupils with complex needs
- Pupils with English as an additional language (EAL)

All of our learners have an Education, Health, Care Plan (EHCP) outlining the details of their SEND and as such, teachers plan lessons which enable all learners to study a broad and balanced curriculum of thematic and subject areas. As Autism-specialists, teachers and support staff also prioritise the removal of barriers, wherever possible, to ensure the best possible outcomes for learners. Further information can be found in our Equality and Inclusion Policy and wider school statement of equality and diversity.

Teachers also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## 6. Outcomes

The impact of our whole school curriculum at Sketchley School is profound and far-reaching. Our pupils demonstrate exceptional progress and attainment across all subjects, as evidenced by regular assessment data and monitoring. We place a strong emphasis on developing a broad range of skills, including critical thinking, communication, creativity, and collaboration, which are essential for success in the 21st century.

Our pupils exhibit a love of learning, curiosity, and resilience, which are nurtured through our engaging and challenging curriculum. They demonstrate a deep understanding of key concepts and are able to apply their knowledge confidently in a range of contexts.

We have a strong culture of continuous improvement and reflection, where feedback from pupils, parents, and staff is used to refine and enhance our curriculum offer. Our whole school curriculum prepares our pupils not only for academic success but also equips them with the skills, knowledge, and values they need to thrive as responsible citizens in an ever-changing world.

As a whole school, the curriculum at Sketchley School is the foundation upon which our pupils build their future aspirations, unlock their potential, and become lifelong learners equipped to make a positive impact on society.

The impact across our school is defined on who it is targeted to. Universally, by embracing our implementation strategies and making a concerted effort to implement inclusive practices in our teaching, we ensure that our curriculum remains universal and accessible to all students. This creates an educational environment that celebrates diversity, promotes equality, and empowers every individual to succeed.

Individually, by tailoring the curriculum to individual students, the school observes significant improvements in academic achievement. Students are more engaged, motivated, and able to access learning opportunities that are specifically designed to address their unique learning needs.

Personalised learning experiences contribute to improved well-being and emotional regulation among students on the autism spectrum. By creating a supportive and inclusive learning environment, students feel understood, valued, and confident in their abilities, leading to a positive impact on their mental health and self-esteem.

Students develop increased independence and self-advocacy skills as a result of a curriculum that is tailored to their individual needs. By empowering students to take ownership of their learning and advocate for their requirements, the school nurtures a sense of agency and self-determination among students, preparing them for future success in education and beyond.

By having a curriculum that is related to individual students aligns with the ethos of inclusivity and diversity also leads to positive educational outcomes, improved well-being, and enhanced independence.

## 7. Monitoring arrangements

Deputy Headteachers monitor the coverage of curriculum areas and compliance with other statutory requirements through:

- Learning Walks
- Performance Development Reviews
- Lesson observations
- Weekly Staff CPD

- Teacher questionnaires and feedback
- Work scrutinies
- Planning reviews
- Analysis of assessment recording
- Staff mentoring and support
- Incidental monitoring

The Senior Leadership Team monitors whether Sketchley School is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes all required subject areas, through:

- Regular visits
- Staff feedback
- Lesson observations/drop-ins
- Learning walks
- Quality Improvement visits
- School Council

Where staff may have wider responsibilities (e.g. subject leadership), it is expected that relevant staff actively monitor and support the teaching and delivery of their subject/area throughout the school. Where relevant, staff with this additional responsibility are afforded with the time and support needed to fulfil these duties, which may include:

- Regular meetings with teachers
- Lesson observations/drop-ins
- Learning walks
- Delivering relevant CPD
- Feedback to SLT

This policy shall be reviewed at least every 12 months by the Deputy Headteachers for Sketchley School. At each review/stage, the policy shall be shared with the Senior Leadership Team and School Governance

## 8. Links with other policies

This policy links to the following policies and procedures:

Marking, Feedback and Assessment policy

Examination policy

Equality and Inclusion policy

EAL Policy

Teaching and Learning policy

PSHE/RSE Policy

Date Reviewed	Reviewer	Summary of revisions
08/06/2025	Megan Elliott	Policy created.
22/09/2025	Daniel Showler	Policy reviewed and updated