



GLEBE SCHOOL

Curriculum Policy

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Statement of intent

At Glebe we offer a curriculum that is exciting, rich, broad and balanced. Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of pupils. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extracurricular activities that we organise to enrich pupils' experiences of their lives and education.

Through this policy, the school aims to:

- To ensure the curriculum is accessible, flexible, exciting, enriching, challenging and fit for purpose, offering personalisation and adaptive practices.
- To raise aspirations of all pupils and provide opportunities for them to learn, achieve and make progress towards their individual goals
- To prepare all pupils for the next stage of their education and for life in modern society
- To develop confidence in their capacity to learn and work both independently and collaboratively
- To prepare pupils for their next step towards either further education or employment and to encourage them to make positive decisions about life choices.
- To promote pupils spiritual, moral, social and cultural development through all subject areas and through all activities within the school day, including extra clubs and residential experiences
- To personalise pupil experiences of school such that their progress is supported through meaningful and relevant experiences
- To enable pupils to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills.
- To provide equality of access to all areas of the curriculum for all pupils regardless of their gender, race, sexuality or disability.
- To provide opportunities pupils to take accredited examination courses
- To offer a balanced programme of extra-curricular activities to enhance and enrich the curriculum.
- To encourage pupils to be outward looking in their approach to the world and to be valued citizens in society.
- To encourage pupils to enjoy their learning and celebrate their own achievement and that of others
- To develop physical skills in a safe and healthy lifestyle
- To teach pupils to be able to discern right from wrong, that actions have consequences, and the value and importance of forgiveness.
- To enable pupils to have respect for themselves and others, and to be able to live and work cooperatively with others.
- To teach pupils about their ever-changing world, including how the environment and society have changed over time.
- To develop knowledge and understanding of British values, equality, diversity, inclusion, different beliefs and cultures
- To enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to Glebe and acquire a solid basis for lifelong learning.
- To enable pupils to value their learning outside of the curriculum and relate this to the taught curriculum.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for academic successes
- Being supported with their next stages in education or training and feeling prepared for life after Glebe
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to Glebe and its community.

- Learning how to cooperate with their peers and respect one another, inside and outside the classroom.
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2011
- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

This policy operates in conjunction with the following school policies:

- Teaching & Learning Policy
- Careers Education & Guidance Policy
- Curriculum Intent Statement
- Exams Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Secondary Relationships, Sex and Health Education (RSHE) Policy
- Tutor Time Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy

Curriculum aims and intent

At Glebe, we are aspirational for our pupils and firmly believe that the development of character goes hand in hand with academic achievement and life-long success. Encouragement, support and our curriculum underpins this as well as our unrelenting focus on celebrating our pupils' achievements. Through this positive ethos we are able to develop and realise the very best potential in our pupils.

Our vision here at Glebe is to ensure that everybody is included in a harmonious and celebratory school community that prepares all of our pupils to live life independently, responsibly and successfully. To help us realise this vision we have five core and aspiring values that we believe help support and shape young people in becoming mature adults.

Celebration	Sharing our success to instil confidence and pride
Collaboration	Working together to achieve
Compassion	Understanding and supporting the suffering of others
Courage	Embracing challenges and difficulties
Curiosity	A desire to learn more

Glebe pupils will leave the school with a thorough appreciation of these values and their importance in supporting them for a successful future.

INTENT

Our rich, broad and balanced provides our pupils with opportunities to gain essential knowledge, skills and understanding so every pupil has the opportunity to fulfil their potential. Designed to develop pupils' skills regardless of their starting points, our curriculum builds secure foundations that will prepare them for the next stage of their education journey and beyond. Our teaching and learning provides pupils with the tools to become confident, responsible individuals who are sure of their abilities. Lessons are engaging, calm and suitably personalised - teachers plan learning with enough challenge and support to allow pupils to work independently, whilst also enabling them to achieve and progress.

The curriculum is regularly reviewed and tailored to the needs of our pupils - subjects such as Art, Drama, DT, Food Tech, Geography, History, IT, MFL, Music, PE, sit alongside the core subjects of English, Maths, Science, RE and PSHE. We are committed to improving confidence in communication and reading skills to support pupil progress in school. Literacy, Vocabulary, Reading, Numeracy and PSHE skills are embedded across the curriculum and in our Tutor Time programme. Our spiritual, moral, social, and cultural development and British Values are integrated into our curriculum with a focus on promoting inclusion, diversity, mental and emotional well-being.

Our curriculum has been designed to create a balance between national curriculum statutory requirements and a holistic approach with a range of experiences, which allow our pupils the opportunities to broaden their life experiences that are designed to build resilience, confidence and self-esteem. These are supported by an array of curricular activities, clubs, trips and residential visits, as well as Speech & Language and Occupational Therapy support.

We offer a flexible curriculum for a select group of pupils who are unable to engage with the main school curriculum.

The staff at Glebe School are experienced and have the highest of expectations, shaping a culture where our pupils feel valued, nurtured and respected. Consequently, pupils make exceptional progress from their starting points.

Glebe School values the input of its pupils, parents and the local community with regard to the planning and delivery of the curriculum. We believe that pupils receive a well-rounded education if everyone is involved in shaping it; this is why pupils and parents are sent questionnaires on an annual basis.

The school engages with the wider community by ensuring there are opportunities for pupils to participate in community projects and embed each project within the curriculum into the relevant subjects.

The Wider Curriculum

As well as the national curriculum, we also offer an extensive, carefully considered wider curriculum. We strongly believe that learning is not purely academic, and to enrich our pupils' time with us they must experience different learning opportunities in tandem. Our Wider Curriculum helps support the development of life skills, resilience, self-esteem, problem solving, communication, social skills and independence. Its impact is far reaching, helping to prepare pupils for life beyond Glebe.

The enrichment of the curriculum comes in many forms. Pupils will have opportunities to take part in a wide range of other non-examination activities such as sporting activities allowing them to take pride in representing the school. From school trips and community visits to Lunchtime Clubs and Peer Mentoring programmes; we have numerous events throughout the year, ranging from Cross Curricular Days, Drama /Music Productions and Sports Day to following nationally calendared events such as Black History month. An active Pupil Council is the voice of the pupil body, integral to decisions made across the school.

Pupils receive careers information with a clear focus on the Gatsby benchmark which ensures that Glebe pupils flourish, thrive and successfully access the next stage of their education, employment or training.

Glebe recognises the educational trips and visits form an important part of children's education climate including enjoyment of education, additional challenges, offering unique experiences and supporting the development of resilience, self-esteem, problem solving, communication, social skills and independence. It's impact is far reaching, helping to prepare pupils for life beyond school.

At Glebe we do everything we can to ensure a well-rounded, full offering of experiences and opportunities for all our pupils, regardless of age or ability.

The school will ensure that all pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

The school uses EVOLVE to coordinate any educational trips and visits and the Glebe school trips and visits policy also sets out the extending learning area for Glebe School allowing staff to embed outdoor learning experiences within the curriculum during the school day.

Educational trips and visits

Our curriculum offers the opportunities for pupils to additional educational trips and visits. Glebe will offer pupils a wide range of extracurricular trips and activities to enhance their academic learning and personal development. Extracurricular trips and activities occur outside school hours and can include overnight stays in the UK.

Glebe recognises that educational trips and visits form an important part of children's education climate including enjoyment of education, additional challenges, offering unique experiences and allow pupils to acquire knowledge, skills enabling them the opportunity for pupils to experience resilience, team morale building.

Trips build relationships and cross curricular elements of trips and visits allow pupils to apply things they've learnt to the real world.

Glebe will ensure that all pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

Glebe uses EVOLVE to coordinate any educational trips and visits and our EVC policy the Glebe school trips sets out the extending learning area for Glebe School allowing staff to embed outdoor learning experiences within the curriculum during the school day.

Roles and responsibilities

The governing board is responsible for:

- Strategic leadership and responsibility for ensuring approval and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regard to pupil progress and attainment.
- Contributing towards decisions made about the curriculum.
- Formulating a curriculum committee that assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with subject leaders, teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Producing an annual report for the governing board advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date Curriculum Intent Statement.

Subject leaders are responsible for:

- The overall provision of the curriculum at Glebe.
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of Glebe's aims and policies.
- Managing subject leaders and staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing Glebe's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring that cross curricular links are included, where possible, in lesson plans.
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising short-term lesson plans that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Collaborating with the headteacher to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SALT, OT and TAs to ensure those in need receive additional support in lessons.
- Ensuring work is personalised to ensure challenge for all.
- Celebrating all pupils' academic achievements.

- Monitoring the progress of all pupils and reporting on this to the HOD & SLT.

Organisation and planning

Where possible, teachers will look for links between areas of learning that will support one another and allow pupils to reinforce their skills from one subject within another. A full list of subjects covered in Glebe can be found in the [Curriculum content](#) section of this policy.

Lessons will use a range of techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic. Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place to personalise work in order that there is challenge for all.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed once curriculum planning has commenced.

Pupils who are identified as needing additional support will receive it, this will include dedicated time with TAs and access to specialist resources and equipment where required. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment.

Curriculum content

Glebe will have due regard to the national curriculum at all times throughout the academic year. Glebe will ensure every pupil has access to the following core subjects:

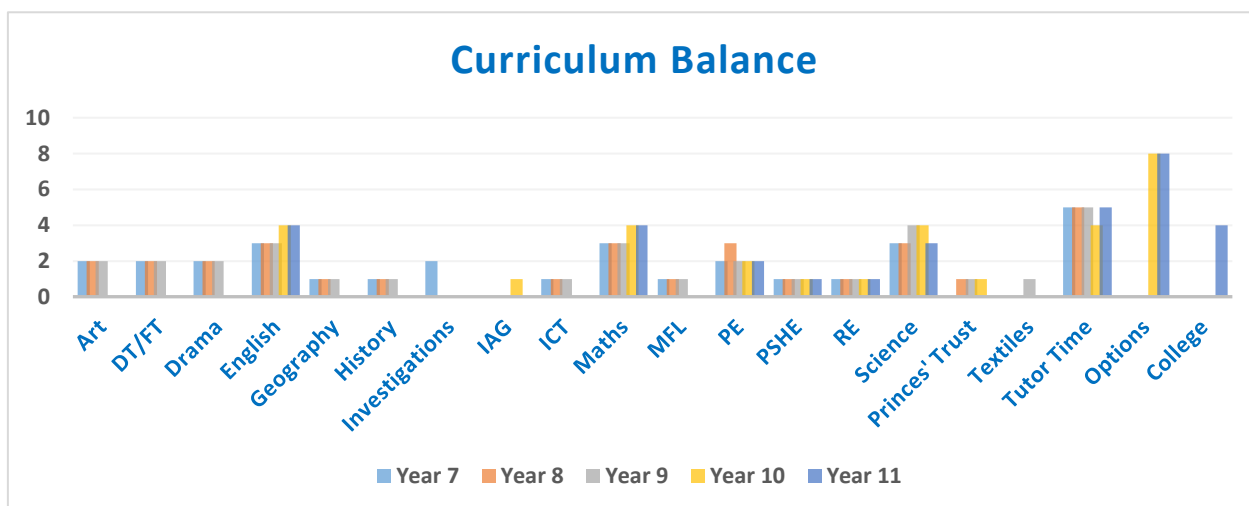
- English
- Mathematics
- Science
- RE
- PSHE
- RSHE

Glebe will ensure pupils also have access to the following foundation subjects:

- Art and Design
- Design and Technology
- Drama
- Food Technology
- Geography
- History
- IT
- MFL
- Music
- PE
- King's Trust
- Textiles

Curriculum Balance

The curriculum balance is reviewed every year to ensure that it meets the needs of each new cohort joining Glebe. At present the curriculum is distributed as follows:



IMPLEMENTATION

Designed to develop pupils' skills regardless of their starting points, our curriculum builds secure foundations that will prepare them for the next stage of their education journey and beyond. Our teaching and learning provides pupils with the tools to become confident, responsible individuals who are sure of their abilities. Across all key stages, core lessons are streamed by ability. Lessons are engaging, calm and suitably personalised - teachers plan learning with enough challenge and support to allow pupils to work independently, whilst also enabling them to achieve and progress. We are aspirational and aim for our pupils to progress 2 Glebe Stages in a year, although due to the range of pupils' needs within the school it may be one stage.

Curriculum/Subject Leaders are experts in their field and carefully monitor and review curriculum areas to ensure that pupils understand a wide range of topics within a subject. [The curriculum map for each subject can be accessed here.](#)

Key Stage 3

In Years 7-9, pupils follow a rich and varied curriculum of core and foundations subjects taught by specialist teachers. We have 6, 50 min lessons a day on the weekly timetable and the day starts with Tutor Time.

We do not intend to curtail a 3 year key stage three curriculum which could prematurely prevent pupils from changing the opportunity of studying a wide range of subjects. Subject leaders have identified and mapped the key skills knowledge and understanding within their subject to ensure progression across the curriculum. There is a recognition that challenge is for all not just for the most able pupils.

Glebe's curriculum design allows for setting in core subjects and lessons in these subjects are blocked so as to allow for set changes if the need for individual pupils arises. Decisions on set changes will be made between the class teacher, Head of Department and Assistant Head.

At the end of year 9 pupils have a clear understanding of subjects they enjoy and at this stage we ask pupils to choose four subject areas they would like to explore further in year 10. Pupils study core subjects and their four chosen subjects area preparing them well for the next stage of education.

Key Stage 4

In Years 10 – 11 alongside the core curriculum, pupils have the opportunity to choose their own personal pathway by studying at least 4 additional subjects, selecting one from four option blocks. Whatever they chose, all subjects lead to accredited qualifications. These range from GCSEs to alternative accreditations such as BTEC, Functional Skills and Entry Level. Pupils are matched with the most appropriate course for them based on outcomes to maximise this success In order to help prepare them for life beyond Glebe and to aid in their respective career choices, we also offer KS4 pupils work experience placement in Year 11.

The Provision

The Provision takes a holistic approach to learning whilst still holding academic success as a core value. The small size of the provision allows for the curriculum to be tailored to the needs of each student.

Across all key stages, core lessons are streamed by ability within lower- and upper-key stages, and students are taught a functional curriculum to prepare them for their next steps, whether this is to mainstream further education, supported internship, specialist college placements, or their adult lives. In English, Talk 4 Writing techniques are embedded within the functional curriculum, and in maths, White Rose resources are used to ensure a balanced curriculum.

Alongside the academic focus, emotional self-regulation, life skills, and independence are significant emphases that flow through the provision curriculum and extra-curricular opportunities. To support this, strategies such as social stories, music therapy, comic strips, topic boards, independence challenge schemes, and classroom visuals are used alongside programmes such as Zones of Regulation, SMiLE therapy, and Sensory Circuits to develop students' self-awareness, encourage them to take ownership of their behaviour and learning, and to achieve the greatest degree of independence.

In all lessons, Speech and Language as well as Occupational Therapy strategies are implemented to ensure all students can access learning and progress academically. Opportunities for students to see themselves as part of the Glebe, local and wider local community are regularly sought through an Enrichment programme – from using public transport to volunteering at local businesses. In house, we have life skills facilities to teach students how to run a home including washing clothes and making the bed. These skills are then further practiced through overnight stays at Wood Lodge Life Skills Centre which provision students access for 2-night stays.

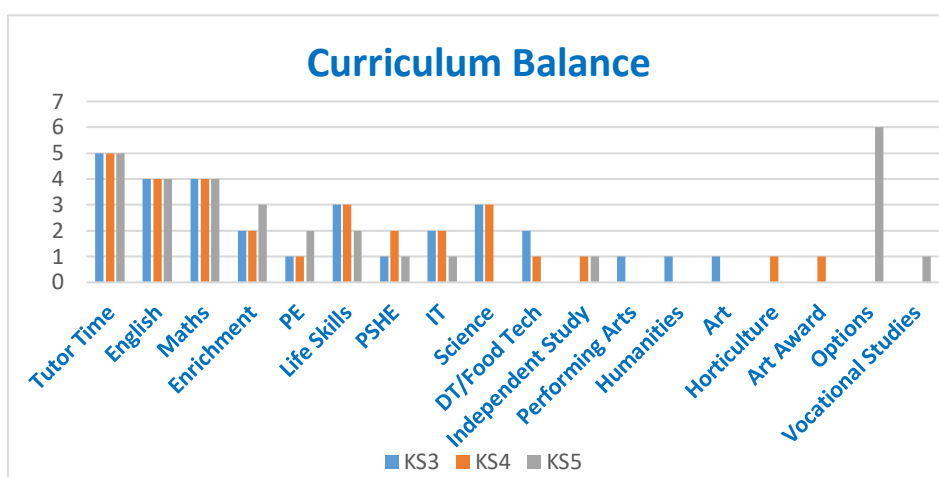
Key Stage 3 and Key Stage 4

Students with additional complex needs are provided focussed support where they may otherwise find the main body of the school challenging or overwhelming. This support includes specialist teachers, smaller class sizes, and an adapted curriculum that mirrors that of the main school but meets the learning needs of more complex students.

In terms of curriculum, KS3 students receive a broad and balanced curriculum mirroring that of their main school counterparts. In KS4, Art Award and AQA Allotments qualifications are introduced, in order to develop the skills necessary to transition to KS5.

Key Stage 5

In Sixth Form, students who are not ready to make the transition to college are provided with a rich curriculum exploring a number of vocational sectors to help them make an informed decision for their next steps, alongside their core subjects. Preparing for the future is paramount and is embedded in all lessons: from functional English, maths and digital skills qualifications to BTEC Vocational Studies where students explore a range of career sectors leading to nationally-recognised qualifications that can be built upon each year. are used alongside programmes such as Zones of Regulation, SMiLE therapy, travel training, and Sensory Circuits to develop pupils' self-awareness, encourage them to take ownership of their behaviour and learning, and to achieve the greatest degree of independence.



PSHE

PSHE, including RSHE (Relationships, Sexual Health Education) is a statutory subject which helps our pupils to gain knowledge and skills to lead confident healthy and independent lives. We aim to help them understand how the developing person is socially tackling many of the moral, social and cultural issues that are part of growing up. Pupils learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health well-being, relationships and sex education.

The PSHE curriculum aims to

- Develop skills and attributes such as resilience, self esteem, risk management, team work and critical thinking
- Understand how pupils are developing personally, socially ,tackling many of the moral, social and cultural issues that are part of growing up
- Learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health well-being and sex relationships

Our RSHE policy can be found on the policies page of our website.

Pupils are equipped with the knowledge and skills to make informed decisions in order to achieve their full potential.

British Values

Glebe school promotes British values through our broad and balanced curriculum and our school values. We are committed to serving our community and recognise the multicultural, multi-faith and ever changing nature. We recognise that it is important to prepare pupils for their adult life beyond the formal exam curriculum. We follow equal opportunities guidance which guarantees they'll be no discrimination against any individual group regardless of faith, ethnicity, gender, sexuality, political or financial status.

Enrichment and learning beyond the classroom:

Glebe offers pupils a wide range of extracurricular trips and activities to enhance their academic learning and personal development. Extracurricular trips and activities occur outside school hours and can include overnight stays in the UK.

We believe that trips visits and residential play are a powerful and positive teaching tool that enhances the social, personal, emotional development of our learners. The enriching extended curriculum in many subject areas encourages application of problem solving skills, developing independence and self-confidence. New experiences enable pupils to enjoy and achieve in new engaging ways which will be beneficial to our pupils and can help teach life skills and improve independence

Glebe will ensure that all pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

All extracurricular activities and trips will be planned and executed in accordance with the school's Educational Trips Policy.

Careers education

At Glebe School careers education, information, advice and guidance is of priority, in ensuring pupils leave with the right tools and values to help prepare them for adulthood. We support pupils to consider their future options, realise their potential and identify how their skills and experiences fit with opportunities in the job market. We prepare pupils for their preferred transitional pathway and work closely with the SEN coordinator assigned to each pupil from their local borough at each transitional stage and yearly reviews

The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the Careers Policy.

From as soon as our pupils transition into Year 7, our aim is to ensure that they begin to develop a real understanding, of careers and work-related information that develops their sense of enquiry not only about careers and /further education but also about their individual skills and future aspirations.

At Glebe School, we measure our provision against The Eight Gatsby Benchmarks to ensure that our pupils receive the highest standard of careers education.

From year seven pupils participate in embedded careers education which builds throughout their school life through 11 and year 13 pupils are given insight into other work and pathways. Exposure to real life work experience is an important part of the educational entitlement of every pupil at Glebe. All pupils at Glebe School, are given the opportunity to go on two weeks' work experience or equivalent time across the academic year. The work experience program is planned and monitored by the Careers Lead. It is designed to take full account of the needs of the individuality of each pupil and their WEX preference.

Visits are organised for all pupils whilst on work experience and this forms part of the monitoring and evaluation process. Employers are invited to supply a pupil reference on completion of WEX.

Work Experience preparation and follow-up (including health and safety) responsibility takes place in tutor groups, PSHE lessons, GCSE English, and the Entry Level Prince's Trust program.

Reporting and assessment

All reporting and assessments will be conducted in line with the Glebe's Assessment Policy.

Glebe's assessment processes will be used to plan for differentiation within curriculum delivery, to ensure all pupils can access each lesson, and to inform individual teaching programmes.

Individual pupil performance and progress will be regularly monitored and reviewed termly. Informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents. Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents. Evaluations and assessments will feed back into future or modified curriculum plans.

Access arrangements are provided to all pupils who require them in liaison with teachers, HOY, AHT and Exams Officer.

Equal opportunities

There are nine protected characteristics within the Equality Act 2010, which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

When planning and implementing the curriculum, we will have due regard to the Pupil Equality, Equity, Diversity and Inclusion Policy at all times. Care will be taken within all schemes or work to ensure that all pupils have access to the curriculum content.

Glebe's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

Monitoring and review

This policy is reviewed biennially by the headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.