



CURRICULUM POLICY

Review Date Summer 2027				
Statutory Policy? No		Governors Approval Yes	Responsibility of J. Dowling	Date 01/09/2025
Date	Page	Details of Change	Amended by	To be Ratified
November 2019		Fully updated	J. Dowling	Done
February 2021	4	Addition of PSHECC as discrete subject	J. Dowling	No
January 23	6	Amendments to monitoring	J. Dowling	No
Sept 2025	6 and 8	Full integration of EHCP/pathways and	J. Dowling	No

1. Aims

- To provide the opportunities that are essential for the learning and development of all our pupils
- To create a learning environment where self-esteem and self-confidence can develop alongside practical skills and knowledge and where pupils can develop the ability to use and apply their knowledge and skills in the next stage of their education and within the wider community
- For pupils to leave school with an awareness of themselves, their capabilities and aspirations for their future.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3. Roles and responsibilities

The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation, ensuring that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

The Headteacher

The headteacher is 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
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs.

Other staff

Leaders and class teachers staff will ensure that the school curriculum is implemented in accordance with this policy.

The Senior Leadership team will monitor the implementation and impact of the curriculum policy in each phase of the school.

Teachers with UPS/TLR responsibility for a particular area of the curriculum will meet termly with a Deputy Headteacher to discuss priority areas, implementation of new strategies and impact across the whole school. In addition to this UPS/TLR teachers will carry out whole school snapshots of their area to ensure consistency and adherence to this policy.

Organisation and planning

At Fort Royal we believe every individual is entitled to a broad, balanced, relevant, progressive and differentiated curriculum. At all stages of development learning should be structured and a stimulating, enjoyable and worthwhile experience in its own right. Equality of access and equality of opportunity should underpin provision for all.

Fort Royal School provides learners with opportunities for enjoyment and achievement through a rich, broad, balanced and differentiated curriculum matched to ages, abilities, interests, aptitudes and special needs. Our provision needs to be stimulating, relevant, fun and accessible to help remove any barriers to learning thereby allowing engagement and progress to take place. Fort Royal School's curriculum is underpinned by our ethos: Play. Learn. Laugh. Succeed. This ethos underpins what we believe are 4 essential areas for life and learning and forms a part of everything we do at Fort Royal. These are:

Play: Developing our pupil's ability to socially relate, appreciate and to work with others for lifelong learning and living. Play promotes creativity, investigation and exploration for all learners.

Learn: Developing learning, critical thinking and life skills in a range of contexts so they are transferable across the curriculum, to their next phase of education and into their daily lives.

Laugh: Developing Communication & Interaction skills: To be competent communicators through whichever method best suits them. We also appreciate that everyone learns best when they are engaged and enjoying themselves.

Succeed: Achievement, Confidence and Independence: Providing and encouraging all pupils with the opportunity to safely develop to their full potential in terms of being as ready as they can be for the next phase of their education, developing independence, a healthy life style, autonomy, confidence in their own abilities and becoming resilient learners who are able to learn from their mistakes.

When designing the curriculum, we focussed on how our children learn best and identified that this is when their learning is linked, chunked into bite sized pieces

and is repetitive as this helps to strengthen and build neuronal pathways supporting children to transfer knowledge to their long term memory. We use the curriculum as a 'vehicle' for the pursuit of planned learning challenges which supports personalised and individualised learning with the consideration of the needs of all learners. We aim for our curriculum to be exciting and to inspire children to nurture a passion for learning, encouraging inquisitiveness, resilience and independence in our pupils both in the classroom and in our outdoor learning areas. The foundation subjects are designed around the principles of the EYFS curriculum and include Knowledge skills and Understanding of the World (KSUW) and Expressive Arts (EA). Literacy, Maths, P.E. and PSHECC are taught as discrete subjects. Computing, including e-safety is woven through the long term curriculum map. The children's ECHP targets are an essential part of our curriculum and are taught in discrete lessons as well as being an integral part of the school week.

The curriculum follows a long-term overview which ensures breadth and depth and forms a thematic approach centered around a key text which has been designed to create interest and a meaningful cross curricular approach. In doing this we provide links across all areas of the curriculum so that subjects are not taught in isolation, therefore, skills and knowledge are transferable. Using threshold concepts within the curriculum enables pupils to better understand other ideas/concepts.

The school works with many pupils for whom the age-related expectations set out in the national curriculum may not be appropriate. The school has, however, referred to the sequence of the national curriculum and our curriculum is based upon the national recommendations for all pupils within the key stage 1 and 2 classes.

At Fort Royal, we do not adopt a single standardised set of curriculum pathways (e.g. pre-formal, semi-formal, formal). Instead, we operate a personalised **curriculum pathways model** rooted in EHCP outcomes, developmental profiles, and our Layers of Learning/APP framework.

Each pupil therefore has a clearly mapped pathway that reflects their starting points, priorities, and aspirations. We are aware that some new staff and professionals may be familiar with nationally recognised pathway models, our approach provides equivalent rigour and clarity, but with greater flexibility to reflect our pupils' complex

and diverse needs.

These pathways ensure:

- Starting points are assessed accurately.
- Progress is evidenced over time in relation to EHCP outcomes.
- Priorities are appropriate, ambitious, and responsive to changing needs.

This alignment allows our provision to be easily compared to the pathways language used nationally, while demonstrating the bespoke nature of our curriculum.

Planning is broken down into long and mid-term planning and is scrutinised and monitored by the senior leadership team on a half termly basis. All teachers have the opportunity to work together during weekly PPA sessions to ensure consistency throughout each phase, share ideas and explore cross grouping opportunities.

There is also opportunity within the curriculum for enrichment activities in school to support all children with a range of learning styles which can include the sensory room, outdoor learning, active learning, the sensory garden, hydrotherapy pool, horse riding and lunchtime clubs.

Whole school Hullabaloo's are another way in which we aim to enrich the curriculum and provide links with Social, Moral, Spiritual and Cultural and areas of Modern Foreign Languages along with aspects of learning about British Values; these take the form of a half termly or termly focus on a particular theme. By using a cross curricula, cross key stage, whole school approach the children are enabled to access a wide variety of activities and experiences to enrich their learning experiences and use theme outcomes as a way to involve parents and the community.

Our school website outlines details of the curriculum and parents are updated half termly with curriculum newsletters. Our Twitter feed is also regularly updated with curriculum snapshots.

Inclusion

Teachers set high expectations for all pupils. They will use Fort Royal's assessment tool to set ambitious targets and plan challenging work for all groups.

Teachers will 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.

Where parents and school staff identify that inclusion in a child's local, mainstream setting is appropriate, an inclusion plan can be put in place. This is monitored on a half termly basis by the Senior Leadership Team to ensure the placement remains relevant and the child's curriculum entitlement is being met.

Education, Health and Care Plans (EHCPs)

All pupils at Fort Royal School have an Education, Health and Care Plan (EHCP). EHCPs form the foundation of each child's personalised curriculum and are central to ensuring that learning experiences are relevant, aspirational and appropriately challenging.

Personalised Learning and Curriculum Design

- EHCP outcomes and targets are explicitly mapped across curriculum areas to ensure they are addressed in a consistent and meaningful way.
- Targets are delivered through both discrete teaching sessions (for example, communication, mobility or self-care skills) and embedded into everyday classroom learning, enabling pupils to practise and generalise skills across different contexts.
- Teachers adapt medium- and short-term planning to incorporate EHCP priorities, ensuring that the curriculum is flexible and responsive to changing needs.

Multi-Agency and Family Involvement

- EHCPs are developed and reviewed collaboratively with parents/carers, therapists, health and social care professionals and the pupil themselves where appropriate.
- This partnership ensures that provision is holistic, meeting not only educational needs but also wider health, therapy and wellbeing requirements.
- Parents are provided with regular updates on progress towards EHCP outcomes, and their views are central in shaping future targets.

- Family support worker also attends meetings to support parents/carers

Monitoring and Review of Progress

- Pupil progress towards EHCP outcomes is monitored continuously through formative assessment, lesson observations, and termly progress meetings.
- Annual EHCP reviews are statutory and provide a formal opportunity to evaluate progress, reset targets and ensure provision remains appropriate.
- Evidence of progress is gathered through a range of tools, including annotated work samples, photographs, video evidence, assessment data and pupil voice.

Integration with Wider Curriculum and School Ethos

EHCP priorities are not seen as separate from the curriculum but are woven into the ethos of Play, Learn, Laugh, Succeed. For example:

- Play: Opportunities to develop social communication targets.
- Learn: Accessing knowledge and skills linked to cognitive, language or sensory outcomes.
- Laugh: Building confidence and communication through engaging, enjoyable activities.
- Succeed: Working towards independence, resilience and preparation for the next stage of education.

This integration ensures pupils are able to make progress not only academically but also socially, emotionally and in their independence.

Preparing for the Future

- The curriculum supports pupils in achieving long-term EHCP outcomes that prepare them for the next phase of education and life beyond school.
- Transition planning, including liaison with receiving schools or services, is embedded into the EHCP review process to ensure pupils are supported in moving forward with confidence and continuity.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Curriculum committee meetings
- Attending School Council meetings
- Governor visits
- School Newspaper
- Vulnerable learner groups including Pupil Premium

The Senior Leadership team and UPS/TLR teachers with curriculum responsibility areas will monitor their subject throughout the school using:

- Snapshots
- Lesson Observations
- Book scrutiny
- Assessment levels
- Progress data

This policy will be reviewed every two years by the Senior Leadership team and Curriculum committee. At every review, the policy will be shared with the full governing body.