



SAFE START SCHOOL

WILLPOWER-INITIATIVE-SUCCESS-EMPATHY

Curriculum Policy

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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Support students through the delivery of a trauma informed teaching and learning approach.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Ensure students' social, emotional and mental health needs are met.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Ensure students acquire life skills to help them in their everyday life outside of school.
- Provide bespoke educational pathways to help our students thrive.

2. Curriculum Intent

At Safe Start School, our aim is to provide a curriculum that is meaningful, personalised and engaging. A curriculum that is fully inclusive of all learning needs and abilities, that supports pupils to develop the skills and strategies needed to access learning and removing any barriers that they may have.

Pupils will leave Safe Start School with certificates and qualifications that recognise their achievements, supporting their next steps at college or on their chosen pathways. Our aims are as follows:

- **Solid Understanding of Mathematical Principles:** Pupils will gain a robust understanding of mathematical concepts and processes.
- **Problem-Solving Abilities:** Pupils will develop their problem-solving skills, enabling them to approach challenges with confidence and creativity.
- **Relevance in Everyday Life:** Pupils will appreciate the importance of maths and English in everyday contexts, understanding how they apply to real-world situations.
- **Fostering a Love of Learning:** develop a love for learning and a curiosity about the world, helping learners develop a lifelong passion for reading, writing, and communication and a subject they excel in.

- **Building Foundations:** Establish strong foundations enabling learners to access the next level of learning.
- **Improved Speaking, listening and communication skills.**
- **Qualifications and Confidence:** Pupils will leave school with qualifications such as Maths, English, Digital Skills and ASDAN awards as well as an increased confidence in their abilities.

3. Implementation

At Safe Start School, we understand that all our pupils need consistent and supportive people in their lives to feel safe and happy in their environment, therefore our focus is on building secure relationships to help them succeed and access a curriculum that will prepare them for life after Safe Start School. To implement this, we offer a primary model. This means that all pupils will have a consistent classroom, teacher and mentor, helping to build secure, respectful and professional relationships and the familiarity and security of their classroom environment.

Implementation:

- The primary Model
- Secure relationships
- Structure and routine
- Visual timetables
- Talk 4 Writing
- Personal Logins for Century: Each pupil will have personal logins for Century to use both at school and at home, providing independent and targeted intervention.
- Positive Reinforcement: Use praise and nurturing techniques to build self-esteem and confidence among pupils.

Teaching Strategies

- **CPA Approach:** Pupils will be taught through a variety of teaching strategies, including the Concrete-Pictorial-Abstract (CPA) approach.
- **Talk 4 Writing:** We structure our English lessons using the Talk 4 Writing (T4W) Framework in conjunction with the National Curriculum.
- **Quality Resources:** We utilise quality resources from NCFE and WhiteRose Maths to support Functional Skills and National Curriculum pathways.
- **1:1 Interventions:** Pupils will have access to weekly one-on-one interventions to address individual needs and secure learning.
- **Cross-Curricular Opportunities:** Teachers will seek opportunities to secure learning through cross-curricular links.
- **Scaffolding and role modelling:** Pupils will have clear step by step demonstrations to promote confidence, secure learning and enable independent learning.

Classroom Environment

- **High Pupil to Adult Ratio:** With up to 6 pupils per class, and each class having a teacher and a mentor, each pupil will have access to adult support throughout each lesson.
- **Working Walls:** Each classroom will have regularly updated working walls to support and embed current learning.
- **Zones of Regulation:** Each classroom will have the Zones of Regulation displayed to support recognising emotions and using regulation strategies.

4. Impact

The impact of our curriculum will be measured through a combination of formative and summative assessments as follows:

- **Initial Assessments:** At the start of the academic year, pupils will be assessed using Century, IDL, and Phonics (only for students who have a reading age below 12). Paper-based assessments will be available if preferred.
- **Termly Assessments:** Summative assessments will take place at the end of each term to measure progress and inform planning and interventions for the next half term.
- **Formative Assessments:** Pupils will be formatively assessed throughout each lesson using the marking policy and regular in-lesson Q&A sessions. At the end of each unit, pupils will take a quiz or knowledge check to measure the impact of teaching and learning in that unit.
- **Hot and Cold Writes:** Pupils will produce a 'Cold Write' with little-to-no teaching input to assess current skills at the beginning of a unit. At the end of the unit is when the 'Hot Write' takes place to assess pupil development and impact of learning.
- **Examinations:** When pupils are ready, in agreement with parents/carers and relevant external professionals, they will be able to sit exams and gain qualifications such as GCSEs and Functional Skills (EL1-L2), with Level 2 being equivalent to a GCSE.
- **Termly Pupil Progress Meetings:** Using assessment data, teachers will meet with the Curriculum Lead to discuss strengths and weaknesses and targeted interventions/stretch and challenge activities for the pupil and term ahead.
- **Regularly reviewed IEPs:** Teachers will meet with the SENCo to discuss achievable targets and strategies to support pupil progress.
- **School Self Evaluations:** Teachers will have weekly meetings with the Curriculum Lead to share strengths and development areas of teaching and learning and identify areas for CPD and improvements/support.
- **Learning Walks:** Teachers will be observed once every three weeks by the curriculum leads during a themed learning walk.
- **Book Looks:** Book Looks take place alongside Learning Walks - For example: An English Learning Walk would mean that there would be an English Book Look. This is an opportunity to assess the quality of learning and provide feedback.

- **Pupil Engagement/Pupil Voice:** Students take part in a survey each year where they can share their feedback on teaching, learning, and the school environment.
- **Parental/Guardian Feedback:** Parents are asked to complete a survey twice per year (during parents evening) where they can share their feedback.
- **Boxall Data:** The data is used to assess additional support areas for each pupil based on a series of questions about their social emotional health and wellbeing.

Through these measures, Safe Start School will ensure that all pupils receive a high-quality and meaningful education that prepares them for future success and fosters a lifelong passion for learning. Pupils will have greater confidence, opportunities and a happy outlook for their future.

5. Our Current, Universal, Curriculum Offer:

| <u>GCSEs</u> | <u>Functional Skills – EL1-L2</u> | <u>ASDAN – Short Courses</u> |
|---------------------|--|-------------------------------------|
| Maths | Maths | Sport (KS3) |
| English Language | English | Expressive Arts (KS3) |
| English Literature | Digital Skills (KS4) | FoodWise (KS3) |
| iGCSE Biology (KS4) | Occupational Studies (KS4) | Adventure |
| | Sport (KS4) | Citizenship |
| | Music (KS4) | Careers and Work Experience (KS4) |
| | | Animal Care (KS4) |

| <u>PSHE/RSE</u> | <u>Life Skills</u> | <u>Humanities</u> | <u>Art</u> |
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| <u>SMSC</u> | <u>Guided Reading</u> | <u>Enrichment</u> | <u>1:1 Academic and Pastoral Interventions</u> |
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Our current curriculum offer is subject to change, as it is, in part, informed and designed by the interests and abilities of our current pupils. We are committed to enhancing and developing our curriculum offer.

The following additional aspects are embedded into our curriculum:

- Relationships and sex education, and health education (PSHE)
- Spiritual, moral, social and cultural development (PSHE and R.E)
- British values (PSHE/Enrichment)

Bespoke Curriculum Offer

In addition to the above, some of our pupils are accessing a bespoke curriculum. This is tailored to the needs of the pupil and is subject to change.

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| Drumming | Beauty | Boxing | Sport |
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As part of our bespoke curriculums, the following courses are on offer. These courses are subject to need and availability.

ASDAN Short Courses - Bespoke Offer

Core Subjects

- English Short Course
- Mathematics Short Course
- Science Short Course
- Geography Short course
- History Short Course

Personal and Social Development

- PSHE Short Course
- Citizenship Short Course
- Beliefs and Values Short Course

Work-related

- Careers and Experiencing Work Short Course
- Occupational Studies NCFE Course
- Animal Care Short Course

Sport and Activities

- Sports and Fitness Short Course
- Adventure and Residential Short Courses
- Football Short Course

Informal

- Environmental Short Course
- Expressive Arts Short Course
- FoodWise Short Course
- RoadWise Short Course

6. Legislation and guidance

This policy links and 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](#).

7. Roles and responsibilities

The SLT will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The SLT will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and functional skills are approved by the secretary of state.
- The school implements relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Pupils from year 9 onwards are provided with independent, impartial careers guidance, that this is appropriately resourced.

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 board.
- They effectively manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessments meet all legal requirements.
- The governing board is fully involved in the decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets so that they can make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

8. Teaching Responsibilities

All teaching staff will ensure that the schools' curriculum is implemented in accordance with this policy and the Teaching and Learning Policy

The Curriculum Lead will provide training and guidance throughout the academic year to all core and foundation teaching staff, ensuring that the curriculum aims are implemented.

Teachers will use the information from the training and guidance meetings to ensure that support staff are deployed effectively in classrooms.

The Vocational Lead will provide training and guidance to all vocational teaching staff to ensure that the vocational curriculum aims are successfully implemented.

Safe Start teachers have access to SoWs and resources from White Rose Maths and Functional Skills SoWs and resources from the NCFE. Teachers can use these high-quality resources to inform their planning and reduce their workload.

Teachers are responsible for using and adapting these SoWs of work so that they are engaging and suited to the pupil.

Teachers can create their own schemes of work for the subject that they are teaching, but this must be discussed with their line-manager first and a long-term plan must be in place before being implemented.

Teachers are expected to use the school Marking Policy.

9. Summative and Formative Assessments

All pupils will be baseline assessed at the start of the academic year. Pupils that join part way through the academic year will be baseline assessed on or prior to their arrival. This ensures that teachers can plan lessons catered to the pupil's needs and abilities, stretching and challenging each pupil.

At the end of each term, teachers will use Century (or equivalent based on pupil need) to track pupil progress. Teachers will use this data to inform future planning and implement any interventions needed for that pupil.

At the end of each topic, teachers will use discreetly embedded assessments such as hot writes and quizzes to check the knowledge and understanding of the topic/unit that has been explored. From this, teachers can ensure that progress for the pupil is being made and that any interventions or changes to the teaching and learning of the pupil can be made.

10. Organisation and Planning

Our curriculum allows students to explore learning in a nurturing, low pressure environment, where lessons are delivered through a trauma informed approach.

The planning and delivery of lessons will be informed by the assessment process and through a revision of the pupils' EHCP. This process enables bespoke curriculums to be created, catering for the individual needs and abilities of all our pupils.

Planning:

Teachers are expected to complete a Curriculum Map for their long-term planning. This is for each subject and for ability/year group. A blank template can be found on the shared drive.

Teachers are expected to have a planning file containing their curriculum maps and medium-term plans for every subject that they deliver.

Teachers are not expected to create individual lesson plans, but they should have amendments and special requirements noted on their medium term plans.

Teachers have access to 5-minute plans (these are optional). Teachers can enquire with their line manager for guidance on this and request a lesson plan template, if they feel this would be beneficial.

Resources that are available to support curriculum delivery are:

- A set budget for the year
- Weekly teaching and learning meetings, every Monday at 3:30-4:30pm.
- Staff appraisals with clear targets and expectations outlined
- White Rose Maths and Science
- Access to SoWs and resources from the NCFE
- School Twinkl login
- Subject specific tri-weekly learning walks with feedback
- Book Looks with peer feedback and review
- CPD

11. Inclusion

As a specialist independent school, we take inclusion very seriously and it forms the foundation of what we do. We strive for all students to feel welcome and supported in relation to their varying needs.

Our school SENDCo works with the teaching team, families, and external agencies to ensure that all pupils have an equal access to education.

Informed through summative and formative assessments, teachers set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN, including SEMH needs.
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study National Curriculum subjects wherever possible and ensure that there are no barriers to every pupil achieving.

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.

Further information can be found in our statement of equality information and objectives, and in our SEND Policy.

12. Monitoring arrangements

For our school to provide the best teaching and learning we have:

- Tri-weekly learning walks.
- Tri-weekly book looks
- Weekly T&L meetings and discussions
- Appraisals
- Supervisions

This policy will be reviewed every 12 months by the headteacher and curriculum lead. At every review, the policy will be shared with the full SLT, directors and any external quality assurers.

13. Links with other policies

This policy links to the following policies and procedures:

Assessment, Marking and Feedback Policy

Equality Policy

Pupil Premium Policy

Enrichment Policy

Teaching and Learning Policy

SEND Policy