



The Garth School Curriculum Policy

1.1 Rationale

The intent of the curriculums in place at The Garth School is to ensure that all pupils have access to enriching, stimulating and enjoyable curriculums with the impact being that pupils make outstanding progress in all areas of their learning and are well prepared for their life after The Garth.

The core values which underpin the curriculums and the implementation of these at The Garth include:

1. breadth of learning areas and experience
2. consistent opportunities to develop communication skills using preferred methods to communicate with staff and peers
3. relevance to the pupil's experience, aptitude and interest
4. differentiation through teaching styles and contexts
5. progress and continuity that is flexible, rather than prescribed
6. opportunities to promote spiritual, moral, social and cultural development

Our curriculums intend to provide pupils and students with the opportunity to develop and learn within a supportive environment and foster positive attitudes to learning that lead to success and achievement.

The curriculums embedded at The Garth and subsequent teaching and learning reiterate the seven aspects of cognition and learning as highlighted within The Rochford Review (responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation) and also the four areas of need outlined in Education and Health Care Plans (Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory and/or Physical).

In addition, the curriculum maps attached to this policy, which showcase the features of formal, semi-formal and informal curriculums highlight the intent, implementation and impact of the curriculums at The Garth.

Class teachers incorporate features of these curriculum maps within their planning and teaching, most pertinent to group and individual needs and abilities. The impact of this diverse and flexible approach is the high level of differentiation taking place throughout the school in all learning areas, further enhancing the outstanding progress pupils make.

2.1 Early Years Foundation Stage and Key Stage One

All pupils in the Apples Class follow the Early Years Foundation Stage Curriculum (EYFS), where learning is underpinned by the Early Learning Goals (ELGs). There are seven areas of learning comprising of the three prime areas:

- Personal, Social and Emotional Development



- Communication and Language
- Physical Development

and four specific areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design.

A creative and stimulating cycle of topics provides a curriculum map for the EYFS curriculum over a four year period - attached to this policy.

2.2 Key Stages Two and Three

The curriculums organise essential knowledge and key skills into the subject headings taken from The Primary National Curriculum, 2014.

The curriculums in place for pupils in Key Stages Two and Three enable teachers to plan lessons and educational based activities and experiences through a topic based approach - attached to this policy - using cross curricular themes, rather than teaching subjects individually. There is much scope within these curriculums to incorporate an array of learning styles with teaching and learning resources appropriate to the curriculums and themes in place and the pupil's individual needs and abilities and to take into account aspects of subject based learning and non-subject based learning, according to individual need and ability.

2.3 Key Stages Four and Five

The Upper School Curriculum is primarily based on AQA Accreditation, providing opportunities for students to access a broad and enriching array of educational experiences and activities, focusing on subject based learning, independent and daily living skills and the development of skills and knowledge most pertinent to our students once they leave The Garth. AQA Accreditation is provided at Pre-Entry and Level One.

All students within our Upper School are provided with opportunities to visit a variety of college based settings and adult social care settings (depending on suitability for each individual student) and these opportunities enhance our curriculum greatly, including valuable educational visits and experiences.

3.1 Appendices

Curriculum Maps and diagrams representing the formal, semi-formal and informal curriculums form the Appendices section within this policy.

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