



Grove School Curriculum and Pedagogy

We are a happy, safe and supportive school where everyone is equally important and nurtured to thrive and to have a voice. We work with our families and children to develop each individual to be as prepared as possible for adulthood and for the children to be aspirational for their future. Our ethos is based upon enabling children to be ambitious and capable learners, enterprising and creative contributors and healthy, confident individuals.

We ensure that each child's individual curriculum is either set using EYFS guidance, National Curriculum guidelines, Preparation for Adulthood or through setting Learning Intentions specific for each child that they have substance and are a specific plan of what pupils need to know. We ensure that there is clear **Intent** in our curriculum planning to ensure that the needs of all of our pupils can be met. We include in this planning an appropriate level of coverage through the content and structure of the curriculum, that is sequenced and progressive.

We use the EYFS guidance, National Curriculum guidelines and Preparation for Adulthood when appropriate to ensure that our termly themes reflect the knowledge and skills required by children, are up to date and that they challenge each individual child. These themes enables us to use the theory of a Spiral Curriculum, meaning that we can bring children who require it back to previous learning to revise knowledge in a meaningful way.

At the Grove School the children follow personalised curriculum pathways that are differentiated according to their potential, progress and ability level. This also ensures that children engage in learning physically, socially, emotionally and intellectually and that they develop a knowledge of themselves as a learner through our work on Metacognition and Self-regulated learning.

Each child follows a pathway that is sequenced and based on the child gaining key skills and knowledge, practicing these skills in different ways and then moving on. We **Implement** these pathways to ensure the best outcomes for children.

This personalised approach aims to meet the needs of all children: to be flexible and responsive; provide breadth and depth; secure the best possible outcomes for all children. This flexibility and personalised approach in the curriculum allows staff to respond to individual circumstances and learner's needs throughout their learning journey.

As can be seen from the flowchart The Grove Curriculum aims to meet the needs of all children by providing different pathways for progression and personal learning and ensuring that all children in the school have equal opportunities and equal access to a breadth of not only knowledge and skills, but life skills too. These over-arching themes are paramount within each individualised curriculum that the children may follow in their learning. These pathways may not always be in a

linear fashion and children may move from one curriculum path to another, or at times they may sit within both pathways for some of their learning.

Learning is broken down into small steps and scaffolded by staff who know the individual's curriculum extremely well and are able to support and scaffold as and when needed. Each child may learn in a linear way at times but we also encourage lateral learning that ensures depth of knowledge before moving on.

As the curriculum progression is so personalised to the needs of our children, we can ensure that it is accessible, flexible, challenging, exciting, fun, meaningful and inclusive. This may be through a life skills focus and/or academic focus. With the complex learning and behaviour needs of our children, we can be certain that the needs of the individual are central and that each child can progress to the best of their ability. As children move throughout the school, we aim to give them the opportunity to: develop academically, socially, emotionally and behaviourally; increase their level of independence; prepare them to be resilient and fulfilled young adults.

The curriculum takes into account the need for a sensory approach for some learners and is developed in a multi-professional way with all staff who support the learner, which may include a Speech and Language Therapist and/or an Occupational Therapist. This enables us to develop a curriculum that also supports the learner's emotional well-being ensuring that they are ready to learn and therefore make the best progress possible.

We then follow our Assessment Policy to ensure that for each learner there is maximum **Impact**, we review and adapt if we find that this is not the case. Our moderation meetings ensure that as a staff team we are consistently measuring progress and achievement over time.