



Curriculum Policy

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1. Mission Statement:

“At Gloverspiece School, we understand that educational success looks different for all our pupils. Through combining classroom-based, farm-based and animal-assisted learning experiences, therapeutically underpinned by an ethos of Nurture, we strive to enable achievement for all.”

2. Introduction

Provision of a rich, inclusive learning environment where every learner is empowered to Nurture, Grow and Achieve, making progress which is meaningful for each pupil.

The curriculum is the eclectic teaching and learning offered by Gloverspiece through classroom-based experiences and outdoor interactions with our farm provision. Preparing pupils for access to learning is our first step, in which nurture principles are implemented to develop resilience and a positive outlook towards learning.

Pupils are constantly learning, across their daily experiences and it is our responsibility to optimise learning opportunities throughout the school day: in curriculum time, outdoor learning, Nurture sessions and social times. The process of learning is just as important as content.

The overall mission statement, values, ethos and aims encompass learning at both our Gloverspiece and Dilmore sites, however there are contextual difference in how these may be provided and the balance between curricula components.

3. Values, Ethos & Aims

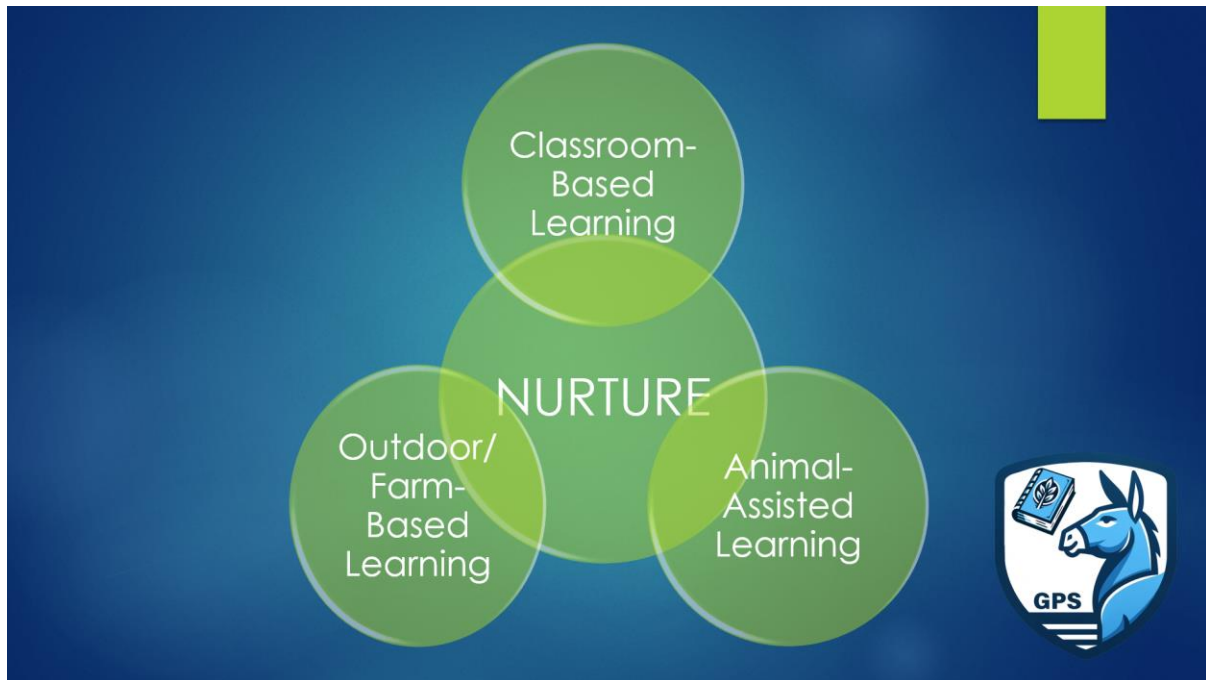
We recognise that our pupil's needs are best met by being in a setting which is tailored to their EHCPs and individual learning characteristics. We provide an adapted curriculum and a communicative and nurturing learning environment in which pupils are supported to 'Nurture. Grow. Achieve'.

The curriculum is designed and implemented in accordance with the Equality Act 2010. We actively promote equality of opportunity, eliminate discrimination and foster good relations between individuals who share protected characteristics and those who do not. Reasonable adjustments are made to ensure all pupils can access learning in line with their EHCPs.

- Aligned with wider British Values, we respect the value of: democracy; rule of law; mutual respect and tolerance; individual liberty and responsibility.
- Informed by the 'Six Principles of Nurture', our curriculum and wider practices acknowledge that all behaviour is communication, and that learning is understood developmentally
- ***Where the pupil is at, rather than where they should be.***
- We recognise that the process of learning is broader than the classroom alone, as such, our curriculum makes use of outdoor spaces and animal-assisted activities.

- We value our pupils' individuality, and we promote a culture of understanding, in which everyone is expected to respect one another's needs.

Our curriculum offer is founded upon four main elements: Classroom-Based Learning; Animal-Assisted Learning, Outdoor/Farm-Based Learning and Nurture. However, as a core part of our ethos, our Nurture approach is threaded throughout and underpins all curriculum elements:



4. Spiritual, Moral, Social and Cultural Education:

The curriculum actively promotes pupils' spiritual, moral, social and cultural development (SMSC).

Spiritual: Opportunities for reflection, connection with nature, and personal growth through nurture and outdoor learning.

Moral: Understanding right and wrong, consequences of actions, animal welfare and environmental stewardship.

Social: Collaborative learning, community engagement and respect for diverse needs.

Cultural: Exploring different beliefs, traditions and perspectives through RE, PSHE and wider curriculum experiences.

5. Intent

Gloverspiece school provides full-time supervised education for all pupils of compulsory school age, structured across a five-day week. All curriculum activities, including outdoor and animal-assisted learning, are planned, supervised and risk-assessed by appropriately trained staff.

We strive to deliver and enable pupil engagement with the national curriculum framework however, due to the special education needs or other characteristics of our pupils this may not always be possible. Where this is the case, we ensure that all stakeholders concerned with that pupils (e.g. parents/carers, social workers, EHCP Caseworkers, Virtual School Professionals) are kept updated regarding the progress the pupil is making.

Our vision is to empower our pupils to make meaningful progress in line with their individual needs and abilities. We aim to deliver a *functional* yet full and diverse curriculum, making adaptations as appropriate to reflect the developmental and academic capabilities of pupils on an individual basis.

Key to this is our commitment to:

- Having consistently high ambitions for every pupil;
- Offering quality-first, inspirational and innovative teaching and learning both inside and beyond the classroom;
- Providing a safe, secure, nurturing and enjoyable environment where pupils can nurture, grow and achieve.
- Providing inspirational and accountable leadership at all levels;
- Providing a personalised curriculum for the 21st Century, which meets each learner's individual provision map. This is based on the National Curriculum, Nurture, Functional Skills, Preparation for Life and land-based learning;
- Working in partnership with parents/carers and external agencies, providing support and information;
- Providing an ambitious and comprehensive staff training and development programme;

During their time with us at Gloverspiece, we want to support our pupils to be:

- Happy individuals who make meaningful progress and achieve their potential;
- Confident and resilient individuals who feel prepared for life beyond Gloverspiece, wherever this may be.

We aim to ensure that the curriculum:

- Is permeated by an ethos of Nurture and a focus on land-based and animal-assisted learning;
- Is broad, balanced and dynamic;
- Will encourage all pupils to 'Nurture, Grow. Achieve';
- Is adapted to meet the needs of the diverse pupil cohort and attuned to the changing needs of individual pupils;
- Harnesses and promotes core British Values;
- Promotes confidence, positive self-esteem and independence;
- Develops respect for other people and the environment;
- Prepares pupils for the opportunities, responsibilities and experiences beyond Gloverspiece;
- To ensure that each pupil's education demonstrates progress beyond academic ability alone;
- To enable all pupils to have respect for themselves and work cooperatively with others.



We intend our curriculum to enable pupils to be:

- Creative thinkers;
- Problem solvers;
- Inquisitive learners;
- Motivated to learn;
- Confident and willing to try new things;
- Aware of a healthy lifestyle;
- Risk-aware;
- Able to develop their strengths, talents and ambitions;
- Responsible - by developing their preparation for life and work;
- Enterprising;
- Able to respect others and understand their own and others' characteristics, cultures and traditions;
- Able to understand what it means to be British and will appreciate diversity;
- Able to challenge injustice;
- Invested in how to sustain and improve the environment;
- As Independent and resilient as possible.

We plan our curriculum ensuring we meet the requirements of Independent School Statutory Regulations (2014).

We offer, where appropriate, subjects including modern foreign languages, PSHE, RSHE (refer to RSHE policy/statement for details), RE, PE, Animal Care, Preparation for Life Qualifications, Functional Skills, ICT, Art, Forest School, Horticulture and Music as well as core subjects English, Maths and Science. We strive to support individual learners by offering additional subject options that match their ambitions and strengths.

Our accrediting bodies are the Skills and Education Group and NCFE. For our more academically able learners, we seek to work in partnership with other schools or providers to deliver GCSEs in a bespoke manner.

We place a strong emphasis on developing pupils' communication, language and literacy skills, including speaking, listening, reading and writing. Where appropriate, structured and evidence-informed approaches to literacy are used to ensure pupils develop functional reading skills that support lifelong independence.

Safeguarding education is embedded throughout the curriculum, including teaching pupils about online safety, healthy relationships, consent, personal safety, mental wellbeing and how to seek help. This is delivered through PSHE, RSE and across the wider curriculum.

6. Implementation & Assessment

Across both our Gloverspiece and Dilmore sites, to support the implementation of our curriculum, we utilise a wide range of approaches and strategies including:

Small group work (up to four pupils: one teaching assistant)	Quality-first teaching standards
One-to-one support for pupils who require more intense input	Therapeutic experiences (e.g. Nurture sessions – individual and group-based);
Bespoke timetables	Outdoor/farm-based/animal-assisted learning experiences interspersed with classroom-based teaching
Using the on-site care farm/outdoor spaces to support the transition of pupils	Visual timetables

Delivered in an environment which includes:

Farm Provision [access to outside spaces and animals]	Library
Nurture Room [at both Gloverspiece and Dilmore sites]	Nurture Nook [Gloverspiece]
Intervention Room	Outside/garden/patio spaces

6.1 Implementation and Assessment at Gloverspiece Site:

For our younger pupils, a holistic curriculum is offered, encompassing core subjects, outdoor/animal-assisted learning experiences and a programme of group-based and individual Nurture. A high level of support staff support enables us to provide the tailored and targeted support necessary, whether this is 1:1 or small-group based.

The academic progress of pupils accessing our Gloverspiece site is tracked and supported through the implementation of our bespoke 'Progress Ladders' for English and Maths. These ladders form a pupil's baseline assessment on entry and subsequently, provide a framework of academic progression across core elements of English and Maths.

These ladders outline a trajectory of progression for pupils to support them in developing the core skills to enable their access of formal Functional/Essential Skill Qualifications [NCFE] later in their education at Gloverspiece School. When devising these ladders, reference was made to the national curriculum and the assessment criteria for formal Functional/Essential Skill Qualifications [NCFE] to identify the core areas of knowledge and skill acquisition.

6.2 Implementation and Assessment at Dilmore Site:

As of September 2025, our secondary 'Dilmore' site became accessible to pupils for whom this was identified as being academically and developmentally appropriate. At our Dilmore site, the level of staff support is reduced, with an aim to support pupils to become more independent and autonomous in their learning, whilst still receiving the support they require.



The curriculum at Dilmore is shaped around access of formal qualifications (including: Functional/Essential Skills in English and Maths; Developing Enterprise; Occupational Studies; Animal Care) as well as other subjects as required by the Independent School Statutory Regulations (2014) (including: PSHE, Online Safety, Science, RE, RSHE, PE). In addition to these, other lessons surrounding subjects/activities such as woodwork and independent living form part of the timetable.

The academic progress of pupils accessing our Dilmore is largely assessed, captured and tracked against the respective assessment criteria for the formal qualifications for which individual pupils are registered. Ongoing IQA and periodic EQA with the respective awarding bodies is performed to ensure effective delivery, assessment and compliance with this criteria.

All secondary pupils are offered impartial careers guidance appropriate to their age, needs and aspirations. This includes exposure to post-16 providers, vocational pathways, apprenticeships and supported employment routes. Careers education is integrated within Preparation for Life and through individual transition planning. Please refer to our Careers Statement for further information.

Post-16 Provision:

Gloverspiece School provides a personalised Post-16 curriculum offer designed to prepare pupils for adulthood, independence and meaningful participation in their communities. The curriculum is informed by each pupil's Education, Health and Care Plan (EHCP) and reflects the four areas of Preparing for Adulthood:

- Employment
- independent living
- community participation
- health and wellbeing.

Pupils in Year 12 & 13 will be supported to engage in the curriculum alongside younger pupils at Dilmore around core element such as qualifications, independent living, careers, RSHE, PE etc.

The Post-16 curriculum may include a combination of:

- accredited qualifications where appropriate (such as Functional Skills or Entry Level qualifications)
- vocational learning opportunities
- work-related learning and enterprise activities
- personal development and life skills programmes
- continued development of English and mathematics (where appropriate)
- physical wellbeing and outdoor learning.

Consistent with the school's ethos, Post-16 pupils may engage in animal-assisted, land-based and outdoor learning opportunities. These experiences support the development of:

- responsibility and independence
- teamwork and communication
- practical and vocational skills
- emotional regulation and confidence
- understanding of animal welfare and environmental stewardship.

Where appropriate, pupils may participate in enterprise activities, work-related experiences or supported work placements to help develop employability skills.

- Preparation for Adulthood
- Preparation for adulthood is embedded throughout the Post-16 curriculum. Pupils are supported to develop skills in areas such as:
 - travel training and community access
 - money management and budgeting
 - personal organisation
 - healthy living and self-care
 - decision-making and self-advocacy.

All Post-16 pupils are offered impartial careers information, education and guidance appropriate to their needs and aspirations. This includes opportunities to explore:

- further education
- supported internships
- apprenticeships
- employment pathways
- community-based opportunities.

Use of Animal-Assisted / Outdoor-Based Learning [At Gloverspiece and Dilmore Sites]

All animal-assisted and farm-based learning activities are carefully planned to meet defined educational objectives and are supported by appropriate risk assessments. Staff delivering these activities are suitably trained and competent. Animal welfare considerations are embedded within curriculum delivery.

7. Impact

Our curriculum and teaching are differentiated, utilising individual provision maps to support the achievement of outcomes spanning academic, social, emotional and behavioural development. We use EHCPs and Boxall Profiles Assessments (Nurture UK) to inform the personal curriculum of each learner.

Social, emotional and behavioural progress is captured through tracking of Nurture targets and periodic assessment through the Boxall Profile (Nurture UK)

Feedback to pupil is ongoing and purposeful; positive and constructive, to enable our pupils to take their next steps. For pupils accessing our Gloverspiece, this is done in reference to the 'progress ladders'.

Monitoring: Our headteacher is ultimately responsible for monitoring the way the school curriculum is implemented, in consultation with SLT. Assessment information is used systematically by teachers and leaders to adapt planning, inform provision maps and ensure appropriate stretch and challenge for all pupils, including the most able. Senior leaders review progress data termly to evaluate curriculum effectiveness across both academic and personal development domains. Where progress is less than expected, targeted intervention and curriculum adjustment are implemented.



8. Transition

We understand the impact of moving on to a new setting and provide a tailored and personalised support programme for each pupil. For pupils transitioning into Post-16 provision, this process begins in the preceding Autumn term, in which Phase Transfer EHCP reviews are conducted. Where possible, this process includes visits to the new provision.

Where pupils are due to start with us, every effort is made to organize and facilitate farm-based transitions to support this process. Additionally, part-time timetables and continuation of alternative provisions already engaged, are used to further support this process.

9. Parental/Carer Engagement

We recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.

Where possible, we seek to update parents/carers and keep them informed of any changes (e.g. timetable, structure of the day etc.) to enable them to prepare the pupils for these.

Communication through parent/ teacher appointments is supplemented by our open-door ethos, StudyBugs and partnership working between school and home to achieve specific objectives. These are drawn together to inform the annual review, where all stakeholders are consulted.

Reporting of pupil progress is delivered through annual progress reports and other activities such as informal meetings, EHCP reviews, PEP Meetings and parents/carers evenings.