



## Curriculum Policy 2025/26

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### Supporting Documents

- Safeguarding Policy (especially contextual safeguarding and curriculum contribution)
- RSHE Policy (statutory coverage and delivery expectations)
- Alternative Provision Policy (curriculum oversight and QA for off-site learning)
- SEND Policy (curriculum access and EHCP alignment)
- Equality & Diversity Policy (representation and inclusion in curriculum content)
- Independent School Standards (parts 1 and 2 – Quality of Education and SMSC development of pupils)
- SEND Code of Practice
- Education Inspection Framework (EIF)

### 1. Introduction and Aims

This policy outlines the principles, structure, and expectations for delivering a broad, balanced, and ambitious curriculum at Moorlands View School. It ensures full compliance with the Education (Independent School Standards) Regulations 2014 (as amended 2019) and aligns with the National Curriculum in England, while being tailored to meet the complex and diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs.

Our curriculum is designed to:

- Ensure every pupil has access to the knowledge, skills, and cultural capital needed to thrive in modern Britain.
- Place emotional development, wellbeing, and resilience at the heart of learning.
- Support academic progress while nurturing personal growth and independence.
- Provide flexibility and differentiation to meet the wide-ranging needs of our learners, including those with EHCPs and additional vulnerabilities.

This policy also reflects the expectations of the Non-Association Independent School Inspection Handbook, particularly in relation to how curriculum intent, implementation, and impact are evaluated. It evidences our commitment to meeting the educational needs of pupils with Special Educational Needs and Disabilities (SEND).



We recognise that many of our pupils arrive having faced significant barriers to learning, including disrupted education, placement breakdowns, and adverse life experiences. As a result, they often present with gaps in learning and are working below age-related expectations. Our curriculum is therefore designed to be responsive, relational, and aspirational, ensuring that every pupil is supported to make meaningful progress from their individual starting point.

Our passion is making a real difference to the life of every child by creating positive experiences every day and making progressive steps, no matter how big or small. By working closely with the pupils to provide a stable, safe and happy environment for them, we can nurture their development, enrich their lives and help them to fulfil their potential.

Our E.P.I.C. values—Excellence, Passion, Integrity, and Care—are embedded throughout the curriculum. We set aspirational end points for each pupil, informed by their baseline assessments, EHCP outcomes, and individual needs. Each subject is planned with explicit, sequential building blocks of knowledge, ensuring that pupils can reach aspirational end points, build independence, and be supported through successful transitions into adulthood.

Moorlands View School enhances the curriculum to re-engage pupils in education. The way we expect them to do this is through, for example,

- Carefully planned transition into Moorlands View School focussing on engagement and relationships.
- Carefully planned returns to school, adapting expectations and focusing on pupils' wellbeing and behaviours following longer school holiday periods.
- Making memories, educational visits, annual regional sports day, annual whole school prom, Pride Day and Duke of Edinburgh expeditions.
- Taking part in a range of vocational provisions, such as Home Cooking Skills (BTEC).
- Focusing pupils on re-engaging in learning and building self-confidence and social skills.
- Progression to accredited qualifications.
- Further information is available in Appendix A.

## 2. Curriculum Content



Our curriculum is designed to be broad, balanced, and ambitious, fully compliant with the Independent School Standards and aligned with statutory expectations, including the National Curriculum in England. It is carefully adapted to meet the diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs and those with Special Educational Needs and Disabilities (SEND).

We ensure structured and meaningful learning across the following domains:

- **Linguistic** – English, communication, literacy.
- **Mathematical** – Mathematics, numeracy, and problem-solving.
- **Scientific** – Science and technology.
- **Technological** – Computing and/or design and technology.
- **Human and Social** – History, geography and/or social studies.
- **Physical** – Physical education, movement, health and fitness.
- **Aesthetic and Creative** – Art, Art and Design and music.

In addition, our curriculum:

- Delivers core knowledge and skills aligned with the National Curriculum, with appropriate adaptation for pupils with SEND.
- Centres Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE)
- Promotes Spiritual, Moral, Social and Cultural (SMSC) development and British Values—democracy, rule of law, individual liberty, mutual respect, and tolerance.
- Embeds a strong focus on independence, life skills, and personal development, placing emotional wellbeing and SEMH growth at the centre.
- Prepares pupils for further education, training, employment, and confident participation in adult and community life.

Where appropriate, and with the approval of the Director of Education/ Regional Director, the school may adopt nationally recognised curriculum designs and frameworks to support consistency, quality, and statutory alignment. Examples include the use of White Rose Maths for mathematics, Jigsaw for PSHE and RSHE, and other accredited schemes that support progression and adaptation. These resources are selected to ensure accessibility for pupils with SEND and SEMH needs, and to support staff in delivering sequenced, ambitious learning across settings.

At Moorlands View School we base the curriculum around our school values, personal development and the core areas of linguistics and mathematics. This is to promote the principle that pupils' knowledge in linguistics and mathematics gives them what they need to access the broad and rich curriculum that we provide.

## 2.1 The Linguistic Curriculum.



Teaching pupils to be able to communicate in a meaningful way is central to our curriculum. Moorlands View School adapts the curriculum and the pedagogy of the curriculum to suit the needs of pupils. Through the support of therapeutic professionals we ensure that the strategy for each pupil focuses on their individual needs. In Moorlands View School oracy is a key skill which permeates all subjects. We will continuously encourage pupils to widen their vocabulary and learn to express themselves with confidence and knowledge.

Teaching pupils to read is a priority. We want every pupil to develop a love of reading and become confident, fluent readers. Moorlands View School environment has a wealth of literature for pupils to read based on interests and curriculum end goals. We use the DfE validated systematic synthetic programme, No Nonsense Phonics, across our school. A wide range of texts which grow in complexity are used in other subjects to further support the skills and knowledge learned in English lessons.

English lessons are on the timetable for every pupil. A carefully and sequentially planned curriculum leads pupils to aspirational end points and goals dependent on need. It is expected that all pupils gain a qualification in English by the time they leave Moorlands View School. Accredited qualifications range from Functional Skills to GCSE. The skills and knowledge pupils gain in English lesson is seamlessly promoted in other subjects, for example, widening vocabulary and reading skills in other subjects such as food technology and humanities.

## 2.2 The Mathematical Curriculum.

Mathematics is taught explicitly in timetabled lessons. Mathematics is also integral to other lessons such as food technology where pupils use their growing knowledge to, for example, measure or make calculations. Pupils build on prior knowledge in carefully planned sequential steps. Teaching constantly uses and reinforces prior knowledge so that pupils' understanding becomes embedded. Strategies during lessons should encourage pupils to become flexible and independent mathematicians. They are encouraged to recall knowledge and use it in gradually more complex concepts and procedures. Pupils' growing knowledge gives them the confidence to use their mathematical knowledge in other subjects and real-life situations. Moorlands View School uses a range of mathematical programmes such as White Rose Maths. All pupils are expected to gain a mathematical qualification before they leave Moorlands View School.

## 2.3 The Scientific Curriculum.

In Moorlands View School science is taught in line with the aims of the national curriculum. We teach pupils to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. However, we teach scientific understanding and knowledge through a range of other subjects such as food technology, physical education and personal, social and health education. At Moorlands, to support non specialists, we use Developing Experts, a



sequential programme of study from KS2 to KS4 that provides engaging lessons and resources. Moorlands View School aims to support pupils in gaining qualifications in the scientific curriculum via BTEC and GCSE qualifications.

#### 2.4 The Technological Curriculum.

Through subjects such as food technology pupils use their growing knowledge to create and solve problems in a variety of different contexts. They use their growing expertise, for example in food technology to create and discover different technological processes. A wide range of qualifications, for example BTEC vocational qualifications are available for pupils to complete so that they can demonstrate their great depth of knowledge in this curriculum.

#### 2.5 The Human and Social Curriculum.

This is a core aspect of the curriculum taught at Moorlands View School. It is essential that pupils are given every opportunity to learn how to have strong British Values. Moorlands View School has a strong personal, social, health and economic (PSHE) curriculum which will measurably enhance pupils' growing knowledge and personal development. Moorlands View School subscribes to Jigsaw PHSE. Moorlands View School embeds this curriculum within other planned subjects such as Humanities and Sociology. It is essential that pupils' cultural capital is expanded through the teaching of these subjects. We enhance this area of the curriculum through a wide range of well-planned activities for example, cultural theme days, careers programmes, assemblies and enrichment opportunities.

Moorlands View School ensures that pupils' emotional needs are met through the delivery of this curriculum area in line with their individual support plans and education, health and care plans. We work closely with other professionals to adapt this curriculum as and when required.

#### 2.6 The Physical Curriculum

Moorlands View School covers the physical curriculum through discrete physical education (PE) lessons and through a diverse range of enrichment activities. PE lessons should be planned to give pupils a growing knowledge and confidence in games and sports. Moorlands View School uses external facilities and instructors to teach specialist areas of this curriculum, for example, paddle boarding, archery and kayaking and orienteering at PEAK outdoor education. This growing confidence in their own physical abilities and knowledge supports them in, not only their personal development but it allows them to see the opportunities that are now open to them.

#### 2.7 Aesthetic and Creative curriculum.

Moorlands View School will address this curriculum through discrete art lessons and through a range of other subjects such as English, design and technology and food



technology. We also have an extensive range of cross-curricular and enrichment activities that support pupils growing knowledge and confidence in this curriculum. In art lessons pupils learn about different artists and their techniques and experience the use of different media with a growing expertise. In other curriculum subjects such as English and food technology pupils are taught to use their growing knowledge creatively. As with other elements of the curriculum, by giving pupils more knowledge and experiences they build a growing confidence in what they can achieve and become in the future. Moorlands View School works closely with Matt Tidswell, a peripatetic music teacher with Kids That Rock, to ensure that all pupils have access to monthly music lessons.

## Curriculum Implementation

Our curriculum is delivered through:

- Small class sizes, or in some cases on a 1:1 basis, with appropriately qualified and trained staff.
- Balanced weekly timetables that ensure depth in core subjects while allowing time for SEMH enrichment and therapeutic input.
- Trauma-informed and relational pedagogy, tailored to SEMH needs.
- Individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.
- Access to external accreditation at appropriate levels, including GCSEs, Entry Level, Functional Skills, AQA awards, and vocational qualifications.
- A consistent emphasis on inclusion, safeguarding, and wellbeing across all subjects and settings.

## Measuring Curriculum Impact

We evaluate the effectiveness of our curriculum through:

- Academic progress tracked against personalised and nationally recognised benchmarks, reviewed by school and organisational leadership, including governors.
- Social, emotional, and behavioural development, using validated tools and frameworks.
- Achievement of external qualifications, evidencing readiness for next steps.
- Preparation for adulthood, including employment, further study, and independent living, tracked against EHCP targets and aspirations.
- Attendance, engagement, and participation data, analysed to inform interventions and support.



- Feedback from pupils, parents, carers, and professionals, ensuring the curriculum remains responsive and relevant.
- External quality assurance, including Ofsted inspections, local authority reviews, and commissioner feedback.

### Ultimate Measure of Success

Pupils leave our schools with:

- Improved life chances through successful progression to the next stage of their education and/or chosen vocation.
- Greater self-confidence, independence, and resilience.
- The skills, knowledge, and qualifications to progress successfully into adulthood.
- A positive experience of education.

## 3. Roles and Responsibilities

Delivering a high-quality curriculum is a collective responsibility. Every member of staff at Moorlands View school plays a key role in ensuring that pupils access learning that is ambitious, broad, balanced, and responsive to their SEMH needs. Responsibilities are defined at each level of leadership and practice:

**The Director of Education and Regional Directors** will hold strategic oversight for curriculum quality across schools. They will:

- Ensure that the curriculum policy aligns with the Independent School Standards and wider statutory requirements.
- Provide strategic direction for curriculum design, ensuring breadth, balance, and SEMH relevance across all phases.
- Monitor curriculum intent, implementation, and impact across schools through reports, data reviews, audits, and visits.
- Support schools in preparing for external scrutiny (Ofsted, commissioning reviews).

**Headteachers** are responsible for implementing this policy within their school and ensuring the curriculum meets the needs of all pupils. They will:

- Lead on curriculum vision, ensuring alignment with the school's ethos, SEMH principles, and company policy.



- Ensure that the timetable provides statutory coverage, as well as appropriate time spent on subjects and therapeutic provision which reflects the needs of the cohort.
- Oversee and quality-assure teaching, learning, and curriculum planning and delivery through regular learning walks, observations, and reviews which are planned throughout the year through a monitoring timeline.
- Ensure assessment systems track both academic progress and social/emotional development, linked to EHCP outcomes.
- Deploy resources (staffing, environment, budgets) to enable effective curriculum delivery.
- Ensure staff receive induction, training, and supervision to deliver the curriculum effectively, with SEMH needs in mind.
- Report termly to governing board on curriculum standards and pupil progress.

**Curriculum and subject leaders** are responsible for the quality and consistency of curriculum provision in their areas. They will:

- Develop and maintain schemes of work and progression maps that reflect both National Curriculum expectations and SEMH adaptations.
- Ensure subject content is accessible, engaging, and relevant to pupils' needs and aspirations.
- Provide colleagues with subject expertise, advice, and resources to support teaching.
- Monitor teaching quality, pupil work, and outcomes within their subject through moderation and data analysis which feeds into the school's monitoring timeline and school development plan.
- Ensure that subject delivery contributes to pupils' SMSC development, British Values, and equality objectives.
- Liaise with SENCOs, specialist advisors, clinical team, and pastoral staff to ensure subject content is personalised for pupils with EHCPs. This may include liaising with other agencies.

**Teaching Staff** are central to curriculum delivery. They will:



- Plan and deliver lessons that are ambitious, engaging, and tailored to pupils' SEMH and learning needs.
- Use trauma-informed, relational, and adaptive pedagogy to ensure pupils feel safe, valued, and motivated.
- Set clear learning objectives linked to EHCP outcomes, National Curriculum content, and wider SEMH development.
- Adapt resources and approaches to ensure accessibility for all pupils, including those with additional needs.
- Monitor and record pupil progress in both academic and personal development areas using company platforms to ensure effective oversight.
- Foster positive relationships and role-model respectful behaviour, embedding British Values and SMSC through everyday practice.
- Work collaboratively with therapists, pastoral teams, and parents to ensure consistent approaches to SEMH support.

**Support Staff** play a vital role in enabling access to the curriculum and providing targeted SEMH interventions. They will:

- Support individual and small-group learning, using strategies which are appropriately research-led and agreed with teachers and the wider team around the child.
- Provide emotional and behavioural support, helping pupils regulate and re-engage in learning.
- Reinforce and model positive learning behaviours and social interaction.
- Record observations of pupil progress and SEMH development, feeding back to teachers and leaders.
- Deliver specific interventions as needed in line with pupil need and provide evidence to allow for the quality assurance and impact of these interventions.
- Act as trusted adults, ensuring pupils feel safe, understood, and supported in accessing the curriculum.

**The Governance Board and Proprietor Body** hold schools accountable for the quality and impact of the curriculum. They will:



- Ensure that the curriculum complies with the Independent School Standards, the Education Inspection Framework, and other regulatory statutory requirements.
- Monitor the implementation and impact of the curriculum through reports, visits, and scrutiny of evidence.
- Provide challenge and support to school leaders to ensure continuous improvement.
- Review progress against strategic objectives, including pupil outcomes, curriculum breadth, and equality of opportunity.
- Ensure that the curriculum reflects the ethos of the organisation and serves the best interests of pupils.

#### 4. Equality and inclusion

We are committed to ensuring that all pupils, regardless of background, need or ability, have equal access to a broad, balanced and ambitious curriculum. Our approach to inclusion and equality is underpinned by the principles of the **Independent School Standards**, the **Equality Act 2010**, and the **SEND Code of Practice (2015)**.

Our curriculum ensures that:

- **Access for all:** Every pupil is entitled to a curriculum that meets their individual needs, abilities, and aspirations, including those with Education, Health and Care Plans (EHCPs).
- **Differentiation and adaptation:** Teachers adapt planning, resources, and teaching strategies to enable access for pupils with a wide range of SEMH, cognitive, sensory, or physical needs.
- **High expectations:** We maintain ambitious expectations for all pupils, regardless of background or prior attainment, ensuring they can make progress from their individual starting points.
- **Equality of opportunity:** No pupil is denied access to any area of learning on the grounds of gender, ethnicity, disability, religion, sexual orientation, or socio-economic status.
- **Closing gaps:** The curriculum is regularly reviewed to address barriers to learning and to close achievement gaps between disadvantaged pupils and their peers.



- **Representation:** Curriculum content reflects diversity in culture, race, gender, family structures, ability and belief, promoting respect and inclusion.
- **Reasonable adjustments:** Physical environment, teaching approaches, and assessment methods are adapted to remove barriers and enable full participation.
- **Language development:** Specific provision is made for pupils with communication difficulties, including input from specialist clinical staff where appropriate.
- **Trauma-informed practice:** Staff use trauma-aware approaches to create psychologically safe learning environments where pupils feel valued and understood.
- **Pupil voice:** Pupils are encouraged to contribute to the development of their curriculum pathways and are supported to make informed choices about options and careers.
- **Preparation for adulthood:** The curriculum supports all pupils, particularly those with additional needs, to develop independence, resilience, and the skills required for life beyond school.
- **Monitoring and accountability:** Leaders monitor curriculum access and outcomes for different groups of pupils, reporting regularly to governors and acting swiftly to address inequities.

## 5. Assessment

Staff will assess pupils' subject knowledge and skills as soon as is practical following entry to Moorlands View School to inform planning and teaching, using a range of well-researched strategies to meet individual needs. Information will always be requested from other education providers to create the clearest overview possible. Our school works closely with the in-house clinical team to ensure that we are meeting pupils' needs. Teachers use a range of summative and formative assessments to accurately assess pupil attainment and adapt their teaching accordingly.

In every lesson, formative assessment is embedded to ensure that lessons are suitably adapted for individuals, and they are accessing the learning in order to make progress from their start point. We use a range of strategies to ensure that teaching and learning is as effective as possible.

## 6. Teaching staff expertise and development



Headteachers, alongside curriculum leads, are responsible for ensuring that all teaching and support staff receive a comprehensive and continuous programme of professional development to ensure they remain experts in their field and have the knowledge and skills to support pupils in making good and better progress.

Governors are expected to appropriately quality assure the curriculum, including staff expertise and teaching at regular intervals (including on-site visits) and to examine data linked to progress. This will contribute to the development of school and staff specific CPD focus and school development.

## 7. Monitoring, Evaluation and Review

The effectiveness of the curriculum will be monitored systematically to ensure that it remains broad, balanced, ambitious, and appropriate for pupils with SEMH needs. Monitoring and evaluation will provide evidence of both academic progress and personal development, demonstrating compliance with the Independent School Standards and alignment with the Education Inspection Framework and our school ethos. Monitoring and review procedures are robust, cyclical, and evidence-rich to ensure meaningful school development and improvement.

To ensure consistency and rigour, the following evidence sources will be used in evaluation:

- Pupil progress data (academic and social emotional, alongside EHCP outcomes).
- Attendance and behaviour records.
- Individual pupil case studies (including EHCP outcomes).
- Lesson observation records and feedback
- Peer-peer staff reviews of pupil work
- SLT reviews of pupil work
- Pupil and parent/carer surveys.
- Careers and destinations data (post-16/19 pathways).
- Accreditation results.

### Review Cycle

- **Ongoing** – continuous monitoring through lesson observations, pastoral tracking, and data collection via Arbor.
- **Termly** – formal review of curriculum outcomes at senior leadership and governor level.
- **Annually** – comprehensive curriculum audit, including stakeholder feedback, leading to updates in curriculum planning and provision.
- **Annually** – formal policy review by the Director of Education, or sooner if statutory guidance or ISS requirements change.



## Reporting and Improvement

Findings from monitoring are shared with staff through briefings, CPD, and performance management discussions. Identified areas for development feed into the School Development and Staff Development Plan.

### Development

Best practice is shared company-wide across schools to ensure consistency and continuous improvement.

*Further details of Moorlands View School's approach to these curriculum areas can be found in Appendix A*



## Appendix A – Curriculum Offer - Moorlands View School

### Aim/Scope

The school curriculum offers a broad and balanced education adjusted to meet the needs of pupils with a wide range of levels of attainment and needs from ages 7 to 16.

### Learning

- Every pupil fulfils their learning potential.
- Teachers and pupils pursue excellence in teaching and learning.
- Our pupils develop a love of learning
- We create a safe environment in which pupils are confident in their ability and increasingly ready to take risks in their learning, and to take responsibility for their own learning.
- Literacy and language are key to learning across the curriculum
- Each pupil will embody and reflect on our School Values

### Pastoral

- Every pupil receives excellent pastoral care within an ethos of tolerance and mutual respect.
- Pupils develop relationships with peers and adults in a way that prepares them for life beyond school.
- Pupils acquire a sense of responsibility and self-discipline.

### Personal Development

- Our pupils participate in a variety of physical activities and experience a sense of well-being and self-confidence that arises from good health and fitness.
- Our pupils benefit from a comprehensive personal and social education that helps them to lead happy and fulfilling lives.
- Our pupils become more effective communicators through the provision of opportunities for speaking and listening, reading and writing.
- Our pupils learn regulation skills to improve their well-being and display less behaviours of concern
- Our pupils develop interpersonal skills and build positive relationships

### Extra-curricular

- We provide a varied range of activities beyond the curriculum.
- Pupils discover and develop their own individual skills and interests at school in preparation for adult life.



- Pupils are adventurous and participate in a range of activities, appreciating the rewards of teamwork and positive risk taking.
- Pupils will all be given the opportunity for personal achievement and fulfilment in a way befitting their own aspirations.

## School Values

Moorlands View has six core values—Exploration, Respect, Positivity, Resilience, Compassion, and Self-worth—to guide our students' learning, personal development, and school culture. These values align with the EPIC values of the Keys Group (Excellence, Passion, Integrity, and Caring) and are embedded in our curriculum, rewards system, and school community.

Each half-term, we focus on one value, reinforcing it through subject-based learning, additional points, assemblies, and awards. These values are essential in an SEMH setting, as they help students build the skills and mindset needed for success in school and beyond.

- **Exploration (Excellence & Passion)** – We encourage curiosity and a love of learning, helping students develop independence and ambition. By exploring new ideas and experiences, students build problem-solving skills and a growth mindset.
- **Respect (Integrity & Caring)** – Respect is key to fostering a safe and supportive school environment. By valuing themselves and others, students learn responsibility, empathy, and how to build positive relationships with others including those different from themselves.
- **Positivity (Passion & Caring)** – A positive attitude helps students overcome challenges and stay motivated. Encouraging optimism and self-belief supports emotional well-being and helps students approach learning with enthusiasm.
- **Resilience (Excellence & Integrity)** – Many of our students face personal challenges, so resilience is vital. Learning to bounce back from difficult events, manage emotions, and keep trying supports their personal and academic success.
- **Compassion (Caring & Integrity)** – Understanding and supporting others helps create a strong school community. Teaching compassion encourages kindness, teamwork and ensures our pupils grow into adults who are kind and contribute positively to society.
- **Self-worth (Excellence & Passion)** – Many of our pupils struggle with low self-esteem. We want all students to value themselves, believe in their abilities and have the confidence to express themselves, take on new challenges, and succeed in life.



The curriculum is broad and balanced and takes into account the 7 areas of learning: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative. The curriculum is planned to provide progression through the key stages with accreditation options available at varying levels.

KEY STAGE	LINGUISTIC	MATH-EMATICAL	SCIENTIFIC	TECHNO-LOGICAL	HUMAN & SOCIAL	PHYSICAL	AESTHETIC & CREATIVE
YEAR 3	English	White Rose Maths	Science Developing Experts	Food Tech D&T	PSHE Jigsaw Humanities	PE Outdoor Education	Art Music
YEAR 4	English	White Rose Maths	Science Developing Experts	Food Tech D&T	PSHE Jigsaw Humanities	PE Outdoor Education	Art Music
YEAR 5	English	White Rose Maths	Science Developing Experts	Food Tech D&T	PSHE Jigsaw Humanities	PE Outdoor Education	Art Music
YEAR 6	English	White Rose Maths	Science Developing Experts	Food Tech D&T	PSHE Jigsaw Humanities	PE Outdoor Education	Art Music
YEAR 7	English	White Rose Maths	Science Developing Experts	Food Tech	PSHE Jigsaw Humanities	PE Outdoor Education	Art Music
YEAR 8	English	White Rose Maths	Science Developing Experts	Food Tech	PSHE Jigsaw Humanities	PE Outdoor Education	Art Music
YEAR 9	English	White Rose Maths	Science Developing Experts	Food Tech	PSHE Jigsaw Humanities	PE Outdoor Education DofE Bronze/Silver	Art Music
YEAR 10	English (AQA Functional Skills & GCSE)	Maths (AQA Functional Skills & GCSE & White Rose Maths)	Science (Biology GCSE)	Food Tech (BTEC Home Cooking Skills level 1 & 2)	PSHE Jigsaw Humanities GCSE History	PE BTEC Level 1 Introductory in Sport PEAK – Outdoor Education GCSE DofE Bronze/Silver	Arts Award Music
YEAR 11	English (AQA Functional	Maths (AQA Functional	Science (Biology GCSE)	Food Tech	PSHE Jigsaw Humanities	PE BTEC	Arts Award Music



	Skills & GCSE)	Skills & GCSE & White Rose Maths)		(BTEC Home Cooking Skills level 1 & 2)	GCSE History	Level 1 Introductory in Sport PEAK – Outdoor Education GCSE DofE Bronze/Silver	
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### Progression and continuity

Each subject area at Key Stage 2 and 3 uses the National Curriculum as a driving force and at Key Stage 4 the curriculum is mapped against the awarding bodies' specification at either entry level, level 1 and 2, Functional Skills or GCSE.

### Size of Teaching Groups

Teaching groups are small in number with the ratio in Moorlands View School being 5:2 - 5 pupils to one teacher and one teaching assistant

### Monitoring

A schedule of learning walks and observations is implemented at Moorlands View School. Feedback is provided verbally as soon as practically possible after the observation and will be followed up with written feedback.

### Training Requirements

Where appropriate the Head Teacher will ensure that familiarisation with this policy is a part of the induction process for all employees.

### Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact your line manager. Keys Group will then actively respond to the enquiry.