



Lawrence House School

Curriculum Policy

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Approved Headteacher	Philip Davies
Approved Chair of Governors	Tony Nolan

1. Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Support students' 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 students, with high expectations for every student and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all students
- Equip students with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment

These curriculum aims are underpinned by our values:

- **Personalised:** We understand that each student is unique, with their own set of strengths, challenges, and aspirations. We tailor our approach to education to meet the individual needs of every student, ensuring that they receive the support and guidance necessary for their success.
- **Achievement within and beyond the classroom:** We strive to foster a culture of excellence where academic achievement is celebrated, and students are encouraged to excel in all areas of their lives. We believe in providing opportunities for growth, both academically and socially, to help our students realise their full potential.
- **Improving socialisation:** We recognise the importance of social skills and emotional well-being in the development of our students. Through a supportive and inclusive environment, we aim to enhance socialisation skills, promote positive relationships, and foster a sense of belonging within our school community.

2. Legislation and guidance

The policy also reflects the school's approach to assessment, which is designed to support learning and provide accurate information about student progress to inform teaching and intervention

It also 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 Handbooks

3. Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets • The school is complying with Independent School Standards and teaches a "broad and balanced curriculum" which includes English, maths, science, humanities, art, physical activity, PSHE/RSHE, Outdoor education and religious education
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as Functional Skills, GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements • It participates actively in decision-making about the breadth and balance of the curriculum
- Students from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced
- The governing board will receive regular reports from the Quality of Education Lead (via the headteacher) on curriculum effectiveness, assessment outcomes, and student progress

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- Ensuring that this policy is adhered to and that the Quality of Education Lead has the necessary support and resources to fulfil their role
- Holding the Quality of Education Lead to account for the implementation and effectiveness of the curriculum and assessment strategies
- 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 students will be met
- Working with the Quality of Education Lead to ensure the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Managing requests to withdraw children from curriculum subjects, where appropriate, in consultation with the Quality of Education Lead
- Ensuring the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Ensuring the governing board is advised on whole-school targets in order to make informed decisions
- Ensuring proper provision is in place for students with different abilities and needs, including children with SEN

Quality of Education

The Quality of Education Lead is responsible for:

- **Curriculum oversight:** Leading the design, implementation, and evaluation of the curriculum across all key stages to ensure it is coherently planned and sequenced
- **Assessment strategy:** Overseeing all assessment processes and ensuring they meet legal requirements and support effective learning
- **Quality assurance:** Monitoring the quality of teaching and learning across the curriculum, identifying areas for improvement
- **Curriculum development:** Working with teachers to ensure curriculum content builds cumulatively towards sufficient knowledge and skills
- **Data analysis:** Analysing assessment data to identify trends, gaps, and areas requiring intervention
- **Staff development:** Supporting staff with curriculum planning, assessment practices, and pedagogical approaches
- **Reporting:** Providing regular reports to the headteacher and governing board on curriculum effectiveness and student progress
- **Compliance:** Ensuring the curriculum meets all statutory requirements including those set out in the Independent School Standards
- **Stakeholder engagement:** Working with students, parents, and external partners to ensure the curriculum meets the needs of the school community

Teaching staff

Teaching staff will:

- Work with the Quality of Education Lead to plan and deliver curriculum content that is coherently sequenced and builds knowledge cumulatively
- Implement assessment strategies as directed by the Quality of Education Lead
- Provide feedback to the Quality of Education Lead on curriculum effectiveness and student progress
- Participate in professional development related to curriculum and assessment
- Ensure that the school curriculum is implemented in accordance with this policy

4. Curriculum Pathways

Lawrence House School operates a personalised curriculum pathway model that ensures every student can access an ambitious and appropriate curriculum tailored to their individual needs and abilities.

All students follow a broad and balanced curriculum, with qualification routes determined through rigorous assessment of their ability to access different levels of study.

Our Pathway Structure

Students access qualifications at the following levels:

- **Functional Skills (Entry Level through to Level 2):** Our core qualification route, providing essential skills for further learning, employment and independent living
- **GCSE qualifications:** Offered only when ongoing assessment demonstrates that students have the ability to access and succeed at this level of curriculum.

Decision-Making Process:

Pathway decisions are made through:

- Ongoing formative and summative assessment by subject teachers
- Bi-weekly progress monitoring meetings between the Quality of Education Lead and teaching staff
- Analysis of students' progress data and work samples
- Consideration of students' learning needs, including SEND requirements
- Consultation with students, parents/carers, and relevant professionals (including social workers and Virtual School representatives where applicable)

Review and Flexibility:

Pathway decisions are reviewed regularly to ensure they remain appropriate. Students may move between pathways as their skills, confidence and abilities develop. We recognise that our students have often experienced disrupted education, and our pathway model allows for flexibility and personalisation to support their individual journeys toward achievement.

All pathway decisions are communicated clearly to students and parents/carers, with ongoing dialogue to ensure everyone understands the rationale and the support in place.

5. Organisation and planning

The Quality of Education Lead provides strategic leadership and oversight of curriculum and assessment across Lawrence House School. This role ensures that our curriculum is ambitious, coherently planned, and effectively implemented to meet the diverse needs of all students. The Quality of Education Lead works with teaching staff to monitor and evaluate the quality of education, drive continuous improvement in teaching and learning, personalise curriculum pathways based on individual student needs, and ensure compliance with all statutory requirements. Through systematic quality assurance and data analysis, the Quality of Education Lead provides evidence-based recommendations to the headteacher and governing board to support strategic decision-making and school improvement.

English

We offer Functional Skills from Entry Level 1 to Level 2. English has 3 parts (Reading, Writing and Speaking and Listening). All 3 individual exams must be completed in order for the student to successfully achieve their certificate. English is also ran as a spiral curriculum as it deepens understanding throughout the academic year.

Our English curriculum is carefully sequenced to ensure that students build a solid foundation of knowledge and skills. As students progress through the curriculum, they will deepen their understanding of language and literature, with an emphasis on reading comprehension, grammatical knowledge, and the composition of a wide range of written forms. Students will also have opportunities to develop their speaking and listening skills through activities such as presentations and group discussions.

These qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace and life beyond the classroom. They provide assessment of a students' underpinning knowledge as well as their ability to apply this in different contexts. A key aim for Functional Skills English qualifications is that they should enable the learner to develop confidence and fluency in, and a positive attitude towards, English.

Phonics

We offer DK Learning Phonics Books for teen students, focusing on developing reading, spelling, and pronunciation skills. Phonics is taught through understanding the relationship between letters and sounds, progressing from simple sound patterns to more complex word structures. The programme supports a spiral approach, where key phonics concepts are revisited and gradually increase in complexity over time, building fluency, decoding skills, and reading confidence.

When a student is identified as requiring phonics support, we will put them onto our phonics pathway. We use our Phonics baselining tool to ascertain their phonics stage and then supply them with appropriate decodable books (Phonics Books). This enables us to use stage appropriate resources to develop the students' ability to decode words effectively and in line with current guidance. Any progress made is then tracked using our Phonics Tracker to ensure the student is accessing the correct set of decodable books at the correct level.

Maths

We offer Functional Skills from Entry Level 1 to Level 2. Maths has 3 parts which are using Numbers and the Number System, Using common Measures, Shape and Space and Data Handling Information and Data. Maths is a spiral curriculum as after Spring 1 the core concepts are revisited and increases complexity over time, building a deeper understanding.

At Lawrence House School, we believe that a strong foundation in mathematics is essential for our students to succeed both academically and in their future lives. As part of our broad and balanced curriculum, the maths programme is designed to empower our students, who have experienced trauma and adversity, to develop the functional skills, conceptual understanding and confidence to use mathematics effectively. Through our spiral curriculum we are able to focus on each of the three key areas of the mathematics program twice every academic year, ensuring that all students in our intake have opportunities to study all aspects of the curriculum if they are en-role for at least 1 and a half terms.

These qualifications allow teachers to assess students based on their stage of development in place of age related expectations. The functional skills content ensures students are able to use their learning in a wider context and develop their understanding of maths in everyday scenarios.

Science

We offer an Introduction to Science for students who are unable to access Open Awards content, the objects are linked to core content from the Science National Curriculum. Following this, we have a Science curriculum from Entry Level 2 up to Level 2 which offers the opportunity to gain an award and a certificate. Our Open Awards Science curriculum is a skills-based, portfolio-driven qualification designed for progression, focusing on practical investigation skills (like a mandatory unit in 'Science Investigation Skills') and offers a broad coverage of Biology, Chemistry, and Physics, assessed through evidence like portfolios, observations, and assignments (lesson activities), in place of exams. The content can be covered to an Award/Certificate/Diploma standard based on teacher discretion, with the length and scope of study being increased at each stage.

At Lawrence House School, our science curriculum is designed to provide our students with a strong foundation of scientific knowledge and skills, empowering them to better understand the world around them. Aligned with our school's vision of supporting the development of students in care to achieve and succeed, our science curriculum plays a crucial role in cultivating their intellectual curiosity, critical thinking, and problem-solving abilities.

The primary purpose of these qualifications is to prepare students for further learning/training and/or to develop skills in science. It has been designed to give students the transferable skills required to complete scientific investigations as well as giving them a strong foundation in knowledge across Biology, Chemistry and Physics subjects in preparation for further education should they wish to pursue it.

Skills for further learning and employment (SFLE)

We offer SFLE Open Awards from Entry Level 1 to Level 2. Our Open Awards SFLE (Skills for Further Learning and Employment) curriculum is a flexible, competency-based framework focusing on a combination of practical life, digital, and work skills. SFLE uses a portfolio assessment method (observations, projects, discussions) rather than exams, allowing for individualised pathways through optional units to build confidence and readiness for progression from Award to Certificate for each level.

Our SFLE curriculum is designed to empower our students, who have experienced trauma and adversity, with the digital skills and knowledge they need to thrive in further education, training, and the workplace. By delivering a broad and ambitious SFLE programme, we aim to instil self-belief, build resilience, and equip our students with the tools to lead confident, happy lives.

Students will develop a deep understanding of these areas, as well as practical skills in areas such as software development, digital content creation, and data analysis. Our curriculum is designed to build upon prior knowledge and foster the application of skills in new and unfamiliar contexts.

Humanities

We offer integrated Humanities which consist of Geography, History and Religious Studies. These individual subjects are blended and allow for our students to not only cover key content from the National Curriculum, but also builds on understanding themselves and the world they live in. This has been done by moving away from isolated disciplines to allow for a deeper understanding, critical thinking, and real-world relevance for students. Our curriculum is split into Key Stages from KS1 - KS4.

Our Humanities curriculum preserves the many great accomplishments of the past, develops curiosity to what the extraordinary future may look like and provides a clear insight of the world we are living in. It is through Humanities that students are empowered to make a spiritual, moral, social, cultural, and intellectual sense of the world they are living in.

Spiritual - Being inspired and amazed by the world around us focusing on how the earth connects all life together. An understanding of impact is an important aspect within Humanities through Geography as students identify the impact of natural disasters.

Moral - Throughout Humanities students are challenged about thinking about morality through the topic of migration and laws around LGBTQ+. We explore issues natural disasters cause and the dilemmas humans face.

Social - Within Humanities social issues and the needs of others are common themes that are recognised throughout the subject. Students learn about this through the cause of migration, ways to overcome immigration in the UK and look at their views to develop compassion for asylum seekers and refugees.

Cultural - The understanding of all cultures plays an important part in Humanities. We look at a range of beliefs and practices to allow the students to develop a clear understanding of the world as a globe community.

Art

Open Awards Art and Design is a vocational, skills-based curriculum offering flexible creativity. Art has three types of qualifications (Awards, Certificates, Diplomas) from Entry level 1 to Level 2. This curriculum focuses on practical creative development, material mastery, contextual understanding, and personal response. It's less about rigid content and more about building skills in areas like painting, digital media, craft, or photography, assessed through portfolios/project work.

At Lawrence House School, we believe that art and design play a crucial role in empowering our students to become confident, resilient, and successful individuals. Through the study of art, our students will develop a deeper understanding and appreciation of the diverse cultures and artistic traditions from around the world, aligning with our school's vision of creating an inclusive and diverse community.

Through our art curriculum, students will have the opportunity to explore a diverse range of artistic disciplines, including drawing, painting, sculpture, printmaking, and digital media. They will develop a deep understanding of the formal elements of art, such as colour, line, shape, and texture, and learn to apply these concepts to their own creative work.

PE

We offer a developmental approach to PE accessible for all ages and stages, with specific focus on Lifelong Fitness & Activity where we encourage a positive relationship with physical activity, promoting healthy lifestyles beyond school, growth beyond just physical fitness, build resilience, teamwork, and lifelong healthy habits by tailoring activities/lessons to individual needs and interests to support our students' physical growth and development but also their mental health.

At Lawrence House School, we believe that Physical Education (PE) plays a crucial role in empowering our students to lead confident, healthy, and fulfilling lives. Aligned with our school's vision and values, the PE curriculum at Lawrence House School aims to cultivate a lifelong interest in physical activity and sport, while also developing essential social and personal skills.

Outdoor Education

Outdoor education at Lawrence House School consists of a range of activities in the local and wider communities. The offer can consist of, but is not limited to, activities such as both indoor and outdoor rock climbing, coastal and mountain walks, visits to places of interest and more. The focus of Outdoor Education is to support students' Culture Capital and to develop their social skills by placing them outside of the classroom and home environment.

The Lawrence House Schools Outdoor Education programme of study aims to develop students' personal, social, and practical skills through direct engagement with the natural environment. The programme supports personal development, building self-confidence, resilience, and leadership through adventure-based activities such as hiking, mountain biking, and climbing. It promotes environmental awareness by helping students understand ecosystems, conservation, and sustainable practices. Students also develop practical outdoor skills, including navigation, basic survival techniques, and first aid, ensuring safe and responsible participation. Through teamwork and collaborative activities, students strengthen communication and cooperation skills. The programme enhances health and well-being by encouraging physical activity and supporting mental health, while integrating with the wider curriculum, including geography, biology, and physical education, to provide a holistic and enriching learning experience.

PSHCE/RSHE

We offer a PSHCE Association curriculum that is a sequenced, and spiral Personal, Social, Health and Economic (PSHE) education framework that helps students develop life skills, covering Health & Wellbeing, Relationships (including statutory RSE), and Living in the Wider World (careers, finance). It's designed as a national programme of study to support teachers, integrating statutory requirements with broader life skills for modern Britain, using a consistent model that builds knowledge and skills progressively across key stages. Our PSHCE is split into Key Stages (KS3/KS4) to allow for the appropriate content to be covered at the correct age.

The PHSE/RSHE curriculum aims to equip students with the knowledge, understanding, and skills needed to manage their physical, mental, and emotional wellbeing, develop healthy and respectful relationships, and navigate life in the wider world. The curriculum supports students in building resilience, self-awareness, and a positive sense of identity, empowering them to reach their full potential.

The programme is structured around three key themes: Health and Wellbeing, Living in the Wider World, and Relationships. Students learn strategies to maintain wellbeing, manage stress, and access support; develop financial literacy, careers awareness, and responsible citizenship; and understand healthy relationships, communication, consent, and personal boundaries. Learning is carefully sequenced and progressive, building on prior knowledge and tailored to meet the needs of students across key stages. Through this approach, the PHSE/RSHE curriculum has a positive wider impact, supporting students to make informed choices, build strong relationships, and confidently prepare for future education, employment, and adult life.

Careers

Careers is an area explored through the use of our external Careers Connect provider, who visits the school to complete career assessments and provide personalised support around next steps and future career pathways. This approach helps students develop self-awareness, enabling them to explore their interests, strengths, and values to inform decision-making.

Students are supported to explore a range of career options, industries, and required skills, alongside developing decision-making and planning skills to set realistic short- and long-term goals. A focus is placed on building employability skills, including CV writing, interview preparation, job-search strategies, and understanding professional behaviour. Opportunities for work experience and volunteering are encouraged to help students apply their learning in real-life contexts.

Students also have meaningful encounters with further and higher education providers, including colleges, training providers, and universities where appropriate, to understand post-16 options. Ongoing guidance is provided in collaboration with careers advisors, mentors, teachers, the local authority Virtual School, and social workers, ensuring careers guidance is integrated within students' wider support plans and prepares them for future education, employment, and training.

6. Assessment

Purpose of Assessment

At Lawrence House School, assessment is used to:

- Check students' understanding and inform teaching
- Identify gaps in knowledge and skills
- Track student progress over time
- Provide information to students, parents, and staff about achievement
- Support intervention and personalised learning
- Determine appropriate curriculum pathways and qualification routes

Assessment Strategy

The Quality of Education Lead oversees our assessment strategy, which includes:

- Formative assessment: Ongoing assessment during lessons to check understanding and adapt teaching in real-time
- Summative assessment: Periodic assessments to evaluate learning at the end of a unit or term
- Baseline assessment: Assessment on entry to establish starting points and inform initial pathway placement
- Progress tracking: Regular monitoring of student progress against expected outcomes through bi-weekly meetings between the Quality of Education Lead and teaching staff.

Determining Curriculum Pathways Through Assessment

Assessment plays a critical role in determining which curriculum pathway is most appropriate for each student. The Quality of Education Lead, working with teaching staff, uses assessment information to:

Identify readiness for different qualification levels by evaluating:

- Foundational knowledge and skills in core subjects
- Ability to access and engage with curriculum content at different levels
- Progress rates and trajectory over time
- Confidence and resilience in approaching challenging work
- Communication and literacy skills required for different qualification formats

GCSE Readiness Criteria:

Students will only be considered for GCSE pathways when assessment evidence demonstrates:

- Secure foundational skills at Level 1 Functional Skills standard or equivalent
- Consistent ability to work independently and manage extended pieces of work
- Reading comprehension skills sufficient to access GCSE-level texts and examination papers
- Written communication skills that allow them to express understanding in extended written responses
- Mathematical reasoning skills appropriate to GCSE content (for Maths GCSE)
- Capacity to retain and apply knowledge across multiple topics
- Resilience and self-regulation skills to manage the demands of GCSE study

Assessment Review Cycle:

The Quality of Education Lead holds bi-weekly meetings with teachers to:

- Review individual student progress across all subjects
- Analyse assessment data and identify trends or concerns
- Discuss whether current pathway placements remain appropriate
- Plan interventions for students who are struggling
- Identify students who may be ready to transition to a more challenging pathway
- Ensure assessment practices are consistent and reliable across subjects •
Monitor the quality and effectiveness of teaching and learning.

Recording and Reporting:

Assessment information is recorded systematically and used to:

- Inform reports to parents/carers and social workers
- Support Annual Reviews and PEP (Personal Education Plan) meetings
- Provide evidence for pathway decisions
- Track progress toward EHCP outcomes
- Inform school improvement priorities

Roles in Assessment

The Quality of Education Lead is responsible for developing and monitoring the assessment strategy, leading bi-weekly progress meetings with teachers, analysing whole-school assessment data, and making recommendations about curriculum pathways.

Teachers ensure assessments are valid, reliable, and appropriate for their subject, and contribute evidence to pathway decision-making. Teachers use assessment information to adapt teaching, provide feedback to students, maintain accurate records of student progress, and participate in bi-weekly progress review meetings.

The headteacher holds the Quality of Education Lead to account for assessment effectiveness and the appropriateness of pathway decision.