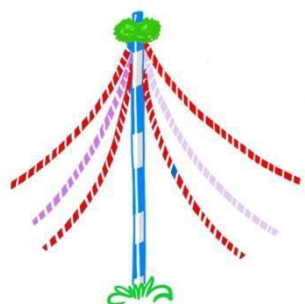


Maypole School



CURRICULUM POLICY

2026-2027

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Publication Date:		05 Sep 2022
Last Reviewed:	Kitty Clark	31 Aug 2026
Next Review due:		30 Aug 2027

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6. KEY STAGE 4 CURRICULUM (YEAR 10 & 11)

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1. INTRODUCTION AND AIMS

Introduction

Maypole School seeks to promote a curriculum that is accessible to all our pupils, and which enables them to achieve as highly as possible, and to experience academic as well as personal success.

Aims

All children have a right to a broad, balanced and relevant education that provides continuity and progression and takes individual differences into account. Pupils at Maypole School will have access to a highly personalised curriculum that takes account of the National Curriculum as well as being relevant to individual needs.

In addition, we focus on the core difficulties that children with social, emotional and mental health difficulties (SEMH) may be facing. These may include problems with communication, managing uncertainty and change, anxiety, developmental trauma, social interaction and understanding and managing emotions.

At Maypole School, our curriculum involves academic learning as a priority, but it is essential to focus on these core difficulties rather than just working around them, so that we support the social and emotional development of children with SEMH that will enable the pupils to have the skills to access the curriculum.

Delivering measurable outcomes

Our aim is to deliver measurable outcomes that demonstrate, over time:

- Improved self-regulation (managing own emotions and behaviour)
- Improvement in coping with uncertainty and change (decreasing anxiety)
- Increased ability to make and sustain meaningful reciprocal relationships
- Increased independence
- Academic progress

Legislation

This policy reflects the requirements of the [National Curriculum programmes of study](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) (revised 2024) and [Equality Act 2010](#).

2. ORGANISATION AND PLANNING

What Maypole aims to do

In planning and delivering a holistic curriculum, the school will endeavour to:

- Cater for the needs of individual children from all ethnic and social groups including the more able and those who experience learning difficulties.
- Facilitate children's acquisition of knowledge, skills, qualifications and qualities which will help them to develop intellectually, emotionally, socially, physically and morally, so that they

may become independent, responsible, useful, confident and considerate members of the community.

- English, mathematics, science, computing, PSHE education (which includes religious education, citizenship and relationships and sex education (RSE)), history, geography, design and technology, art and design, music, modern foreign languages and physical education are taught.
- Ensure all pupils learn linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, in accordance with 2(2)(a) of the independent school standards.
- Create and maintain an exciting and stimulating learning environment in which pupils feel valued, safe and able to learn.
- Ensure that all subjects are taught discretely and sequentially.
- Enable all pupils to experience a sense of personal achievement by encouraging them to fulfill their potential in different areas relevant to their abilities, skills and interests.
- Make every effort to encourage parental awareness and involvement in the educational and emotional development of their child.
- Ensure that each child's education has continuity and progression which enables them to progress with confidence to the next stage of their lifelong learning in preparation for adult life.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' 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 pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

What Pupils should achieve

- Learn to be adaptable, how to deal with and solve problems in different situations, how to work independently and as a team member.
- Acquire a set of moral values such as honesty, sincerity, personal responsibility, on which to base and improve their own behaviour.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their own actions.
- Understand the importance of British Values.
- Care for, respect and take pride in their school, work and their peers and staff.
- Learn to communicate their knowledge, feelings and thoughts in the appropriate way.
- Know how to apply the basic principles of health, hygiene and safety.

The opportunities that Pupils should be given

Pupils should be given opportunities to:

- Think and solve problems mathematically in a variety of situations
- Read, write and listen for a variety of purposes
- Develop an enquiring mind using a scientific approach to problems
- Develop and use technological skills
- Know about geographical, historical and social aspects of the local and wider environment.
- Have some knowledge of the beliefs of the major world religions
- Develop agility, coordination and confidence in movement.

3. HOW OUR CURRICULUM WORKS

Personalised programmes

All pupils at Maypole School have a personalised timetable to support their individual needs, focusing on academic as well as social and emotional development.

Small classes, strong staffing

Pupils are generally taught in very small groups of up to five pupils, with a teacher and at least two teaching assistants. Sometimes pupils will be taught with one-to-one support and may be in a classroom by themselves with teaching staff, if they find learning alongside others too challenging or distracting. The needs of the pupils, as identified in their EHCP, is always taken into account when planning their timetable.

4. CURRICULUM APPROACH

The primary curriculum is currently delivered in one of two ways; the National Curriculum subjects are taught explicitly, or the subjects are taught through a blended learning approach combining both topics as well as key skills. Both approaches ensure that the 7 broad areas of learning (linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative) are experienced throughout the academic year. English and Maths are taught to all pupils as individual subjects in addition to being addressed through other curriculum areas.

The curriculum for secondary pupils covers all National Curriculum subjects for pupils in Key Stage 3. For Key Stage 4 & 5 the curriculum focuses on the acquisition of academic and vocational qualifications in chosen subjects. All pupils will work towards a qualification in Maths and English.

The school day starts with a 'well being/nurture' session, which has a physical/ sensory or relaxing approach in order to get pupils into the correct mindset for learning, and to remove barriers to learning. The next sessions are academically focused and enables pupils to work towards National Curriculum objectives.

All topics and subjects are taught as interactively and kinesthetically as possible.

Our curriculum model enables pupils' learning to be developed sequentially over time, where learning builds on from one learning phase to another. From Key Stages 1–3, using our assessment framework, subjects follow a cyclical and progressive scheme of learning. At Key Stage 4, subjects follow specifications at either Entry Level, Functional Skills, BTEC, or GCSE level. These ensure that the National Curriculum expectations and qualification specifications are covered, and pupils'

'next steps' are identified and taught. It also ensures that pupils are well prepared for Key Stage 4 and post-16.

Teachers have flexibility to adapt their planning to meet the needs of the very complex and challenging pupils who they know and understand very well. Our focus is facilitating quality opportunities for pupils to learn and make progress.

Key Stage 1 & 2 (and KS3 if appropriate) pupils take part in daily, discrete phonics sessions. The school uses relevant writing and reading resources adapted from the synthetic phonics programme Read Write Inc. to ensure that achievement in reading and writing is accelerated. Identified pupils at risk of underachieving in reading and writing have additional intervention sessions. (Please see Reading policy). Pupils who have completed the RWI programme, access daily guided reading lessons planned and assessed against reading milestones.

The curriculum map sets out the range of topics and subjects taught over the year and how they are incorporated into individual subjects.

The schemes of learning all derive from the National Curriculum or are based around the examining board requirements.

Assessment and progress are logged on a regular basis to ensure that the pupils are making progress and where this seems to be limited a review will take place.

The Principal, Executive Headteacher and Heads of School monitor all staff planning which ensures pupils will have access to a broad and balanced curriculum and subsequently experience all areas of learning.

Work scrutiny and lesson observations will be carried out by the Principal, Executive Head Teacher and Heads of School on a regular basis in order to monitor effective teaching and learning and ensure consistency in marking and feedback to pupils.

5. RAINBOW CURRICULUM

At Maypole School, we believe that every pupil is entitled to an ambitious education that enables them to achieve their full potential. Whilst the National Curriculum remains the entitlement for all pupils, we recognise that some pupils require an alternative developmental pathway to access learning successfully. For these pupils, the Rainbow Curriculum provides a bespoke, ambitious and carefully sequenced curriculum that reflects their communication, cognition and learning profile whilst maintaining high expectations for progress, independence and preparation for adulthood.

The Rainbow Curriculum has been specifically designed for pupils with significant special educational needs and learning difficulties who are unable to access the National Curriculum in a meaningful way. Rather than offering a simplified curriculum, the Rainbow Curriculum provides a developmentally sequenced pathway that recognises how our pupils learn best. It is founded on the principle that learning should be matched to a pupil's developmental stage rather than their chronological age, ensuring that every child is appropriately challenged, supported and able to experience success from their individual starting point.

The curriculum has been developed through a carefully considered combination of the Equals Semi-Formal Curriculum, SCERTS, the Early Years Foundation Stage, pre-reception developmental milestones and functional life skills. Together, these approaches provide a coherent progression model that reflects the complex learning profiles of our pupils whilst maintaining high expectations for learning and personal development. The Rainbow Curriculum is organised around seven key areas: cognition, communication, literacy, mathematics, functional life skills, physical education and food technology, recognising that successful outcomes for our pupils rely upon the development of communication, independence and practical life skills alongside academic achievement.

The Rainbow Curriculum was developed because we recognised that traditional assessment systems and National Curriculum objectives alone did not accurately capture or demonstrate the meaningful progress being made by this cohort of pupils. Whilst pupils were developing important communication, cognitive and independence skills, these achievements were often difficult to evidence through age-related expectations. Furthermore, staff required a clearer developmental framework that identified precisely where a pupil was in their learning, what had already been achieved and, most importantly, what the next appropriate steps should be. The Rainbow Curriculum addresses this by providing a carefully sequenced progression model that allows pupils to work across seven developmental levels, with individuals often working at different Rainbow levels across different curriculum areas according to their unique strengths and needs. This ensures that progress is recognised, celebrated and continually built upon throughout each pupil's learning journey.

Placement onto the Rainbow Curriculum is determined through a comprehensive baseline assessment completed within the first six weeks of a pupil joining Maypole School, alongside information gathered through their EHCP, previous educational placements and professional assessment. Once identified as accessing the Rainbow Curriculum, pupils follow the objectives within this curriculum rather than National Curriculum objectives, ensuring that learning remains relevant, purposeful and appropriately challenging. Progress is reviewed and assessed termly against the developmental objectives within each Rainbow level, enabling staff to monitor attainment accurately, adapt teaching accordingly and ensure that every pupil continues to make meaningful progress.

The Rainbow Curriculum extends far beyond academic attainment. It has been designed to develop the knowledge, skills and behaviours that will enable pupils to participate as independently and confidently as possible within school, at home and in their wider communities. Equal importance is placed upon developing functional independence, communication, emotional regulation, engagement in learning, confidence, self-esteem and the ability to transfer learning across different contexts. By embedding these skills throughout the curriculum, pupils are better prepared for adulthood and equipped to navigate everyday life with increasing confidence and independence.

The Rainbow Curriculum also provides a shared language for staff, parents and external professionals, ensuring that progress can be clearly understood and consistently communicated. It enables teachers to plan with precision, identify appropriate next steps and provide learning experiences that are both ambitious and achievable. For families and professionals, it offers a transparent picture of a pupil's developmental journey and celebrates progress that may otherwise remain unseen within more traditional assessment frameworks.

Ultimately, the Rainbow Curriculum reflects Maypole School's unwavering commitment to ensuring that every pupil receives the curriculum that is right for them. It demonstrates our belief that ambition should never be determined by age-related expectations, but by a deep understanding of each pupil's individual strengths, needs and potential. Through this personalised developmental pathway, we ensure that pupils are continually challenged, supported and empowered to make meaningful progress towards greater independence, lifelong learning and successful preparation for adulthood.

6. KEY STAGE 1 AND 2 CURRICULUM (YEAR 1-6)

An activity-based learning approach ensures that the following National Curriculum subjects and areas are experienced at some stage during the academic year:

- Art & Craft
- Drama and Music
- Religious Education, Geography and History (Humanities)
- PSHE & Relationships and health education
- PE and outdoor learning activities
- English

- Maths
- Science
- IT/computing
- Cooking
- Modern Foreign Language
- Music
- Land based & environmental studies
- Moral, social and cultural development
- British Values

5. KEY STAGE 3 CURRICULUM (YEAR 7, 8 & 9)

The following National Curriculum subjects and areas are experienced at some stage during the academic year:

- English
- Maths
- Science
- IT/computing
- Art & design
- Cooking
- Religious Education, Geography and History (Humanities)
- PSHE & Relationships, sex and health education
- PE and outdoor learning activities
- Citizenship
- Drama & music
- Modern Foreign Language
- Moral, social and cultural development
- British Values
- Careers
- Land based & environmental studies

6. KEY STAGE 4 CURRICULUM (YEAR 10 & 11)

Pupils in Key Stage 4 will have options with regards to some subjects studied:

Mandatory:

- English
- Maths
- PSHE & Relationships, sex and health education

Optional:

- Science
- PE
- Personal growth and wellbeing
- Workskills
- Public services
- Careers
- IT/computing
- Art & design
- Cooking
- Religious Education, Geography and History (Humanities)

7. KEY STAGE 5/POST 16 CURRICULUM (YRs 12, 13 & 14)

Mandatory:

- English
- Maths
- Morrisby Careers

Optional:

- Science
- PE
- Personal growth and wellbeing
- Workskills
- Public services
- Careers
- IT/computing
- Art & design
- Cooking
- Religious Education, Geography and History (Humanities)

Pupils in Key Stage 5/Post 16 will have the option to attend a local college placement supported by a TA. Work experience placements will also be offered to all pupils.

There will be much greater flexibility available to this group of pupils. All pupils will be working towards gaining qualifications in the subjects they undertake. This may include GCSE, BTEC, Gateway Qualifications and Functional Skills qualifications.

8. ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the principal/executive headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

Executive Headteacher

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

- 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Monitoring

The Executive Headteacher is responsible for monitoring the way subjects are taught throughout the school by:

- Liaising with teaching staff
- Learning walks
- Lesson observations
- Scrutinising short, medium and long term planning
- Book scrutiny
- Progress and attainment analysis

The Executive Headteacher and teachers also have responsibility for monitoring the way in which resources are stored and managed.

9. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures, which should be read in conjunction with this policy:

- Assessment, Recording and Reporting policy
- Teaching, learning, marking and presentation policy
- SEND policy