



Local Procedure/Protocol	
School/Home Name:	Queensmead House School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	September 2023
Next Update Due:	September 2024
Procedure/Protocol Lead:	Francesca Arocas – Head Teacher
Procedure/Protocol Sponsor:	Hayley Dorian – School Development Lead
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

Document Number: QHS V01-1123	Issue Date:	September 2023	Version Number: 01
Status: FINAL	Next Review Date:	September 2024	Page 1
Linked to Policy Number:	OPSP11 V01		

CONTENTS

1. CONTEXT
2. VISION, AIMS AND INTENT
3. ROLES AND RESPONSIBILITIES
4. IMPLEMENTATION
5. IMPACT, ASSESSMENT AND MONITORING
6. CURRICULUM MODEL
7. REFERENCES
8. ASSOCIATED FORMS
9. APPENDICES

1. CONTEXT

- 1.1 Queensmead House School is an independent specialist school and part of the Witherslack Group. Our students are aged between 5 and 16 years old with many strengths, talents and interests which we seek to celebrate and develop. Our students also have a range of complex educational needs, including those which impact on social communication, interaction and behaviour, view of the world, flexibility and ability to cope with change. Many students have formal diagnoses such as autism, ADHD, ADD, OCD, PDA and ODD. Students may be working below age-related expectations when they join us and all students have an Education, Health and Care Plan. All of our students have access to our on-site clinical and pastoral support teams who provide advice and support with speech, language and communication needs, sensory, physical and medical needs and social, emotional and mental health needs.
- 1.2 Queensmead House School benefits from fantastic grounds on the outskirts of Windsor. We are well-resourced and our school has a comprehensive range of facilities including a science laboratory, a food technology room, art room, construction workshop and a beauty salon. Class sizes are intentionally small in order to ensure students feel well supported by our highly-skilled staff team of education, pastoral and clinical staff.

2. VISION, AIMS AND INTENT

2.1



The overarching **mission** of our school is based around four strands which demonstrate our commitment to ensuring our students:

- Develop independence

Document Number: QHS V01-1123	Issue Date:	September 2023	Version Number: 01
Status: FINAL	Next Review Date:	September 2024	Page 2
Linked to Policy Number:	OPSP11 V01		

- Demonstrate a love of learning
- Experience a breadth of opportunities
- Achieve fulfilment and success

Our mission is underpinned by our shared values and expectations:

Values

- Respect
- Resilience
- Independence
- Aspiration
- Safety

Expectations

- Do your best
- Be respectful
- Be safe

In order to realise our mission, value and expectations, Queensmead House School provides a curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all students, with the aim that they leave us with qualifications, accreditation and experiences which will help them to make choices and prepare for the next chapter of their lives.

In further detail, the intent of our curriculum is based around our four strands and is for students to:

Develop independence

- Express their wants, needs and views effectively and appropriately
- Know their rights and responsibilities
- Make positive choices and decisions at home, school and in the community
- Manage emotions and interact positively with others
- Develop skills required for adulthood and the world of work
- Raise their career aspirations

Demonstrate a love of learning

- Engage in a full curriculum offer and make progress in all subjects
- Enjoy and become proficient in reading
- Remember what they learn
- Positively manage any barriers they may have to learning

Experience a breadth of opportunities

- Develop awareness and respect for a diverse society
- Develop employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise

Achieve lifelong fulfilment and success

- Develop a positive perception of themselves and a sense of belonging
- Optimise their own health, well-being, safety and resilience
- Achieve qualifications and accreditation reflective of their strengths, needs and interests
- Be ready for the next stage of learning and life beyond Queensmead House School

3. ROLES AND RESPONSIBILITIES

Document Number: QHS V01-1123	Issue Date:	September 2023	Version Number: 01
Status: FINAL	Next Review Date:	September 2024	Page 3
Linked to Policy Number:	OPSP11 V01		

3.1 *Leaders at Queensmead House School ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all students to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of students
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child’s progress and next steps

3.2 *The teaching staff at Queensmead House School ensure that:*

- The curriculum is planned and delivered to support students to develop skills, knowledge and vocabulary, helping students to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of adapted and bespoke strategies are used to ensure all students are stretched and able to progress at their own pace
- Students are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Students know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- The procedures for assessment are used to support the learning and development of students, including identifying gaps in knowledge and next steps
- Subject leads provide support and advice for colleagues, and monitor progress in their subject area

3.3 *Clinical staff ensure that:*

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of students
- Suggestions, strategies and bespoke interventions are provided to support learning, competencies, development and preparation for adulthood

3.4 *All staff ensure that:*

- High expectations are maintained for our students and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Students are supported to express themselves appropriately socially and emotionally
- Students are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 *Curriculum Delivery*

Document Number: QHS V01-1123	Issue Date:	September 2023	Version Number: 01
Status: FINAL	Next Review Date:	September 2024	Page 4
Linked to Policy Number:	OPSP11 V01		

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning in order to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs. All students have the opportunity to engage in an ambitious curriculum based on national curriculum subjects and more. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Creative Arts Therapist, Occupational Therapist and Clinical Psychologist. Some students may have bespoke timetables that take account of particular strengths and areas of need. Individual interventions are planned as required in order to close gaps in knowledge and skills, supporting students to make progress.

Through high quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all students are challenged to achieve the best possible outcomes and make progress across all key stages. Detailed schemes of work are used to ensure students cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition.

Our approach to implementation is based around four key themes:

- ***Access to Learning***
- ***Attention***
- ***Engagement in Learning***
- ***Feedback and Improvement***

Access to Learning

- Small class sizes (approximately 6-8 students per class, intricate staff knowledge of students and their profiles)
- Visual timetables and organizational methods
- Clutter free, low stimulation environments
- Reduced transitions
- Visuals ordered left to right in sequence (Now – Next -Then)
- Lesson episodes (lesson structured to reduce anxiety and be predictable)
- Zones of Regulation™ (Emotional Literacy)
- Bespoke timetables where required
- Sensory support/diets
- Attention autism™
- Nurture approach identified through their Boxall™ Profile

Attention

- Embed interests into subject content (linking mathematics to sport or reading preferred stories/characters)
- Attention Bucket (Sensory/tangible objects for students to explore – these may or may not relate to the lesson content depending on pupil needs)
- Using direct questioning (pupil name, then question)
- Photograph or tangible object or subject content
- Experiencing success through work that is easy to complete, building towards more challenging work
- Positive behaviour strategies (Individual and class-based rewards, Epraise™ points system, Behaviour Support Plans)

Engagement in Learning

- Support with handwriting (by using a scribe, use of laptop)
- Reading support (RWInc Phonics, Fresh Start Phonics, guided and shared reading)
- Prompts (Hand over hand, modelling, visuals)
- Structured learning approach (10 Principles of Instruction, Barak Rosenshine)
- Learning outside of the classroom and personal development activities

Document Number: QHS V01-1123	Issue Date:	September 2023	Version Number: 01
Status: FINAL	Next Review Date:	September 2024	Page 5
Linked to Policy Number:	OPSP11 V01		

- Interdisciplinary approaches, using strategies from education and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

Feedback and Improvement

- Modelling, questioning and scaffolding
- Regular assessment opportunities
- Verbal and written feedback (see Assessment and Feedback and Marking Policies)

4.2 Key Stages 1 and 2 (Years 1 - 6)

Primary students start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Students access the National Curriculum, with additional interventions provided as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.

Students access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. Individual students access clinical/therapeutic input as appropriate to their needs.

4.3 Key Stage 3 (Years 7 – 9)

Students at KS3 are taught by their form teachers for core subjects but progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum. Students at KS3 begin to experience a variety of subject specialist teachers and spaces, visiting specialist teaching rooms as appropriate to the subject eg the Science Lab and the Art Room. There is a continued focus on reading and KS3 students continue to access clinical/therapeutic input as appropriate to their needs.

Students access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment.

4.4 Key Stage 4 (Years 10 – 11)

KS4 focuses on further improvement of English and Mathematics skills and knowledge and achievement of accreditation and qualifications pertinent to each pupil (such as GCSE). All KS4 students continue to study Science, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Personal Development and Enrichment. Additional 'option' subjects and qualifications are provided by specialist teachers, such as: Computer Science, Sport, Hospitality. There is a continued focus on reading and KS4 students continue to access clinical/therapeutic input as appropriate to their needs.

4.7 Homework

At Queensmead House School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to pupil needs. For example, a homework 'menu' may be offered where students

Document Number: QHS V01-1123	Issue Date:	September 2023	Version Number: 01
Status: FINAL	Next Review Date:	September 2024	Page 6
Linked to Policy Number:	OPSP11 V01		

can choose a range of activities linked in with their learning experiences for the half term. Some students may be provided with weekly or fortnightly tasks as linked to the core subjects and some students may be provided with revision booklets to complete in preparation for the exam period. All students are encouraged to read regularly at home.

4.8 **Reading**

At Queensmead House School, reading is given a high priority and as such, we have a robust Reading Strategy in place. All classes across the school have timetabled reading ‘Drop Everything and Read/DEAR’ sessions. For students with early reading skills, explicit teaching of phonics is provided. Reading skills (**Vocabulary – Inference – Prediction – Explain – Retrieve – Summarise**) are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, classroom reading areas, class texts, story-time and a range of reading events and challenges.

4.9 **Therapeutic Provision**

Our on-site clinical team work with teachers and support staff to provide a ‘Zones of Regulation’ curriculum, which is delivered by classroom staff throughout the school day. This helps students to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in EHCPs, PEPs and Boxall profiles. Students have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Students are offered group or individual therapeutic sessions, as appropriate to their needs.

4.10 **Physical Education**

All students access PE lessons at Queensmead House School with physical well-being being seen as a priority. Lessons mostly take place in our large indoor Sports Hall or on the Multi-Use Games Area (MUGA), but some activities may also take place off-site e.g. swimming. We offer PE/sport as an option subject at KS4 for those students who would like to pursue a related qualification.

4.11 **PSHE, Citizenship and Careers Education**

All students access PSHE and Citizenship at Queensmead House School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child’s 16th birthday (please refer to the school’s RSE Policy and Protocol). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

PSHE is central to helping students to develop their understanding of the world, as well as exploring their own identity. There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Students are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Students have the opportunity to access careers information and meet with external specialists to enable students and their families to learn more about potential next steps. Further detail is provided in our Careers and Work-Related Learning Policy and Protocol, but a range of activities are provided to students such as:

- College visits
- Careers Fairs

Document Number: QHS V01-1123	Issue Date:	September 2023	Version Number: 01
Status: FINAL	Next Review Date:	September 2024	Page 7
Linked to Policy Number:	OPSP11 V01		

- Employer visits and talks
- Work experience
- Enterprise
- National Careers Week

Students have the opportunity to access impartial careers guidance currently provided by: **Adviso**. They provide up to date careers guidance which allows students to make informed choices about a broad range of career options.

4.12 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

At Queensmead House School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE/Citizenship/Careers lessons (please refer to our SMSC and British Values Policy and Protocol)

We encourage students to respect the Fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge students, staff or professionals expressing opinions contrary to Fundamental British Values, including ‘extremist’ views.

As part of the wider SMSC curriculum, students are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our students to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

SUPPORTING GIRLS

Queensmead House School currently has a much lower number of girls on roll compared to boys. To ensure that our girls feel valued and are provided with a range of opportunities to develop confidence and self-esteem, we currently offer a small number of bespoke activities just for girls:

- Girls Social Group
- Girls Sports Club
- Girls Salon Space

4.13 Religious Education

To support engagement in delivering the agreed local syllabus (Royal Borough of Windsor & Maidenhead), RE is taught as part of Humanities with a focus on cultural influence of religion and links to Fundamental British values.

4.14 Modern Foreign Languages

Although Modern Foreign Languages (MFL) are not taught as part of the whole school timetable, students have opportunities to learn about other languages through SMSC activities, Challenge Weeks and Enrichment activities. Further, bespoke opportunities will be explored for students with a particular interest or talent in languages.

4.15 Personal Development & Enrichment

A rich personal development curriculum is provided across the school year to provide students with a safe opportunity to experience activities they may not ordinarily get the opportunity for, to develop them holistically and encourage independence and preparation for adult life.

- Promote emotional and physical health and well-being
- Provide additional opportunities for pupils to make progress towards EHCP outcomes, as well as different subject areas across the curriculum

Document Number: QHS V01-1123	Issue Date:	September 2023	Version Number: 01
Status: FINAL	Next Review Date:	September 2024	Page 8
Linked to Policy Number:	OPSP11 V01		

- Encourage pupils to engage and learn effectively, helping them to be well-prepared for their next steps in further learning, life and work
- Provide a range of memorable and fun opportunities which ensure pupils experience ‘awe and wonder’, experience of the world beyond the classroom and promote progress with social, moral, spiritual and cultural (SMSC) development
- Support pupils with their understanding of what it means to be a good citizen
- Provide opportunities for pupils to develop the key values, skills and knowledge which will support them now and in the future

Such opportunities include:

- STEM workshops
- Challenge week activities (including: Black History month, STEM week, Arts week)
- School sports clubs and use of local sports facilities
- Trips in to local community
- Inter-school sports competition
- Day trips to places of interest or places which promote awe and wonder

4.16 **COVID-19 Recovery Curriculum**

At Queensmead House School, we recognise that pupil well-being is at the forefront of our recovery from the Covid19 crisis. Specific support from education, pastoral and clinical staff is offered to students where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. **IMPACT, ASSESSMENT AND MONITORING**

5.1 **Impact**

The impact of the curriculum at Queensmead House School is evidenced by the work that our students produce, their progression over time and how well prepared our students are for their next steps. We recognise that we may never see the long-term impact of our curriculum but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

Develop independence

- Students will be able to express their wants, needs and views effectively and appropriately
- Students will know their rights and responsibilities
- Students will demonstrate an ability to make positive choices and decisions at home, school and in the community
- Students will be able to manage their emotions and interact positively with others
- Students will demonstrate a range of key skills required for adulthood and the world of work
- Students will demonstrate ambitious career aspirations, relative to their interests and abilities

Demonstrate a love of learning

- Students will engage in a full curriculum offer and make progress in all subjects
- Students will enjoy and become proficient in reading
- Students will use a range of strategies to remember what they learn
- Students will positively manage any barriers they may have to learning

Experience a breadth of opportunities

- Students will demonstrate awareness and respect for a diverse society
- Students will demonstrate a range of employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise

Achieve fulfilment and success

- Students will have a positive perception of themselves and a sense of belonging

Document Number: QHS V01-1123	Issue Date:	September 2023	Version Number: 01
Status: FINAL	Next Review Date:	September 2024	Page 9
Linked to Policy Number:	OPSP11 V01		

- Students will know how to optimise their own health, well-being , safety and resilience
- Students will achieve qualifications and accreditation reflective of their strengths, needs and interests
- Students will be ready for the next stage of learning and life beyond Queensmead House School

5.2 **Assessment**

We use assessment as a key part of our approach to inform the next steps for students and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar (See Assessment Policy and Protocol).

Wherever possible, we enter our Key Stage 2 students to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our students have previously experienced, some students may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 students will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

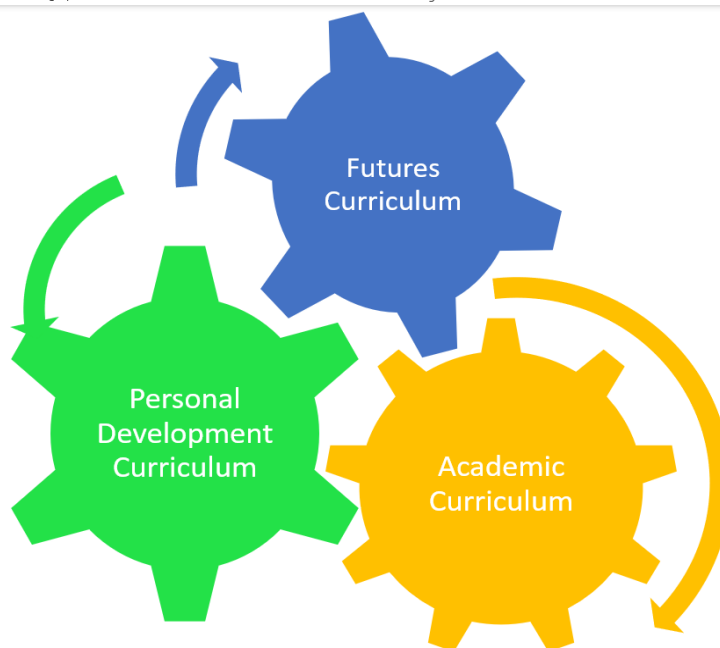
5.3 **Monitoring**

The school’s usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all students to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Queensmead House School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. CURRICULUM MODEL

6.1



7. REFERENCES

- PSHE and Citizenship Policy and Local Protocol

Document Number: QHS V01-1123	Issue Date:	September 2023	Version Number: 01
Status: FINAL	Next Review Date:	September 2024	Page 10
Linked to Policy Number:	OPSP11 V01		

- Relationships and Sex Policy and Local Protocol
- Futures: Careers and Work-Related Learning Local Protocol
- Feedback and Marking Policy and Local Protocol
- Assessment, Reporting and Recording Policy and Local Protocol
- SMSC and British Values Policy and Local Protocol
- The Equality Act: 2010

8. ASSOCIATED FORMS

None

9. APPENDICES

None

Document Number: QHS V01-1123	Issue Date:	September 2023	Version Number: 01
Status: FINAL	Next Review Date:	September 2024	Page 11
Linked to Policy Number:	OPSP11 V01		