



*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School  
Subsidiaries of JWA Holdings Limited*

## Curriculum Policy

**This policy should be read in conjunction with the following:**

Subject policies  
 Assessment Policy  
 Behaviour Policy  
 Careers Guidance Policy  
 Equality and Community Cohesion Policy  
 Gifted and Talented Pupils Policy  
 Health and Safety Policy  
 Safeguarding and Child Protection Policy  
 Special Educational Needs and Disability Policy  
 E-Safety Policy  
 Marking guidelines

### Curriculum Coverage

*ALL Rosewood Independent School Students are to cover ALL subjects.*

*Total Tuition Alternative Provision Students are to study the subjects which appear on timetables on the days they attend.*

*Our curriculum choices allow us to deliver a stage-not-age approach to ensure monitored and assessed coverage for each child on an individual basis according to their specific learning needs. A stage-not-age approach focuses on the developmental stage of the student rather than the chronological age, and enables the identification of gaps in learning with appropriate delivery to ensure basic knowledge and understanding appropriate to the individual child's stage of development before moving forward. Our stage-not-age approach allows students to practise and improve their skills in a safe and nurturing setting, including brain stem and mid-brain functioning activities such as creative arts and outdoor learning.*

### Curriculum Implementation

Holistic Health	Holistic Health	Holistic Health	Holistic Health
Mindfulness	Mental Health	Therapeutic Outdoors	Forest School

One World	One World	One World	One World
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ASDAN	SMSC	Global and Local Community	Religious Education
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Academic	Academic	Academic	Academic	Academic	Academic	Academic	Academic
Linguistic: English, Modern Foreign Language (French)	Mathematical	Scientific	Creative: Art, Drama, Music, Crafts	Technological: Design Technology, ICT and Computing	Human and Social: PSHE and Relationships and Sex Education	Physical and Aesthetic: Physical Education	Humanities: Geography and History

**Our topic-based curriculum integrates three bands of learning to offer a well-rounded, balanced, and comprehensive educational experience. It equips students with the skills and knowledge necessary to thrive in our constantly evolving world, on a local and global level.**

**This curriculum is designed to balance academic achievement with the well-being of students by prioritising mental health, outdoor experiences, and essential life skills alongside core subjects. It integrates regular outdoor activities and nature-based learning, encouraging students to connect with their environment while promoting physical health, stress reduction, and creativity. Mental health support is woven throughout, with dedicated time for mindfulness, emotional resilience, and self-care practices. Additionally, the curriculum emphasises practical life skills like financial literacy, communication, and critical thinking, ensuring that students are prepared for real-world challenges. Our curriculum nurtures well-rounded individuals capable of thriving in both their personal and professional lives.**

### **Holistic Health Programme**

The purpose of this Programme is to provide an annual focus via an approach which simultaneously addresses physical, mental, emotional, and social elements of health and wellbeing. It also incorporates two outdoor schemes which our setting aligns to; Commando Joe's and Wild Passport, and aligns to the school's PSHE and SMSC delivery. Planning is provided for each week to provide a teaching activity for delivery for year groups 1-11. The full phased programme is repeated annually, with staff able to differentiate the delivery to ensure all age ranges and abilities are appropriately catered to.

Each week's lesson plan provides 3x 30 minute sessions which can be delivered by teaching staff, support staff, or wellness staff on a 1:1 or small group basis. It also includes aspects of planned Outdoor Learning which will be delivered and monitored by the Outdoor Team. Please note, the Wild Passport Delivery can only be delivered by our Level 3 Forest School Practitioners.

Work as evidence will be recorded in floor books and monitored via children's reports.

In addition to our Holistic Health Programme, all students will be provided with access to Thrive, including a full social and emotional assessment and action-plan with intervention which will be delivered by our Wellness team.

## **MINDFULNESS PROGRAMME:**

PHASE 1: Introduce mindfulness concepts and practices in an age-appropriate manner.

PHASE 2: Develop emotional awareness and strategies for managing emotions.

PHASE 3: Improve concentration and reduce distractibility through mindfulness practices.

PHASE 4: Apply mindfulness to interpersonal relationships and communication.

PHASE 5: Integrate mindfulness into daily activities and routines.

PHASE 6: Reflect on the mindfulness journey and deepen practices.

## **MENTAL HEALTH PROGRAMME:**

PHASE 1: Introduce basic concepts of mental health in an age-appropriate manner.

PHASE 2: Foster self-esteem, confidence, and positive self-image.

PHASE 3: Enhance communication and interpersonal skills.

PHASE 4: Teach effective emotional regulation and coping strategies.

PHASE 5: Build resilience and improve problem-solving skills.

PHASE 6: Promote a healthy lifestyle for mental well-being.

PHASE 7: Encourage creativity and personal expression for emotional release.

PHASE 8: Review learned concepts and plan for maintaining mental well-being.

## **THERAPEUTIC OUTDOOR PROGRAMME:**

PHASE 1: Introduce children to the natural world and develop a sense of comfort and connection with the environment.

PHASE 2: Develop physical fitness and learn basic outdoor survival skills.

PHASE 3: Use outdoor settings to explore and express emotions, develop strategies for emotional regulation.

PHASE 4: Enhance social interactions and teamwork through group outdoor activities.

PHASE 5: Foster a sense of responsibility and care for the environment.

PHASE 6: Reflect on personal growth and the connection with nature developed over the program.

## **OUTDOOR SKILL BUILDING (Wild Passport) *(Only to be delivered by Level 3 Forest School Practitioners)***

### **Tools - Shelter - Fire - Nature - Rope**

Beginner

Advanced Beginner

Intermediate

Proficient

Expert

## **THERAPIES**

Thrive

Play Therapy

Lego Therapy

Draw and Talk Therapies

Therapy Dog

## **One World Programme**

The purpose of this Programme is to offer engaging, community-focused activities that align with each curriculum topic theme and encourage active participation, creativity, and social responsibility.

This area of the curriculum provides students with hands-on opportunities to contribute to their communities while developing empathy, teamwork, and global awareness. Each activity is aligned with the thematic learning objectives, promoting social responsibility and cultural appreciation.

It is delivered through both timetabled and planned sessions, and also suited to act as standalone sessions in response to the needs and experiences of the children.

Evidence of learning for this strand of our curriculum is clear through various forms; including within written books, through CPOMs and weekly or termly reports, and through floor books. Some aspects will also provide the opportunity for formal and informal assessment or portfolio building. There is ample opportunity to engage in meaningful discussion through this strand, which will contribute toward teacher assessment.

This strand includes access to:

- ASDAN Life Skills and other short courses
- PSHE including relationships and sex education, delivered using the PSHE association scheme. Students are also provided with an opportunity to complete a Level 1 or Level 2 award in RSE in year 10/11
- SMSC (spiritual, moral, social, and cultural education)

#### **GLOBAL AND LOCAL COMMUNITY**

- International Schools Award
- Sustainability Award
- Fundraising initiatives

#### **OFF-SITE EXPERIENCES**

- Falconry
- Surf School (summer term only)
- Skateboard School (mild weather only)
- Horse riding

### **Academic Programme**

The academic school curriculum is designed around dynamic three-week topic cycles that immerse students in engaging, real-life themes, providing broad and meaningful educational coverage. This flexible framework empowers staff to tailor lesson plans to the unique interests and needs of their students, fostering a personalized learning experience that keeps engagement high. The curriculum seamlessly integrates humanities, technology, physical education, and creative arts alongside the core subjects of linguistics, mathematics, and science. By connecting diverse subject areas to real-world contexts, it encourages interdisciplinary learning, critical thinking, and practical application, ensuring that every student develops a well-rounded skill set and a deep understanding of the topics explored whilst working towards required curriculum academic outcomes.

This differentiated curriculum ensures that both Edexcel GCSE and NCFE Functional Skills students engage with the same themes while meeting the specific needs and skills required for their qualifications.

The academic curriculum is delivered through timetabled and planned sessions, following a whole school curriculum plan.

Evidence is recorded in individual student books, floor books, and through teacher formal and informal assessment in line with our school assessment policy.

## 1. Mission Statement

We aim to provide a balanced, creative education in a stimulating, safe environment through which children maximise their talents and abilities, develop a pride in their achievement and feel happy, confident and secure.

We pride ourselves in our dedication to becoming a fully trauma-informed provision. Our staff are trained in Adverse Childhood Experiences, De-escalation, and Positive Handling. All staff also attend training on behaviour theory; our ethos is built on 'connection before correction'. Our curriculum design allows us to underpin our ethos into all areas of learning and delivery to ensure we offer our students a positive and relational experience that recognises the impact of trauma and continuously strives to reduce this.

We understand that children do not learn in the same way, and that every behaviour has a root cause.

For this reason, we work to the Rosewood Curriculum which allows us to be aware of and align our sessions towards National Curriculum outcomes, but is presented with a trauma-informed approach. All of our children have an Individual Support Plan (ISP) and all learning is delivered using a "stage not age" approach.

We only employ teaching staff who have the flexibility to adapt their content, presentation, and teaching styles to ensure we are entirely focused on providing the right education to the **individual child**.

Our curriculum is created to cover a breadth of education and not just teaching to a test; a more holistic approach to education which promotes connections, relationships, and empathy.

We believe in educating the whole child and preparing them to take an active role as a local, national and global citizen. To achieve this, our values: '**Resilience – Empathy – Self-awareness – Positivity – Excellence – Communication – Teamwork**', and our ethos of 'Connection before Correction' are explored and embedded in all aspects of centre life.

We are committed to nurturing our values, enabling children to become:

- successful learners who enjoy learning, make progress and achieve;
- confident individuals who are able to live safe, healthy and fulfilling lives;
- responsible citizens who make a positive contribution to society.

### 1.1 Aims and Objectives

Through this policy we aim to ensure that we teach lessons that are consistently good or better, through which we:

- develop the essential key skills required in reading, writing, communication, linguistics, science maths and computing, promoting high standards;
- enable children to acquire speaking and listening skills;
- enable children to develop to their full potential;
- motivate children to explore individually or collaboratively, in an exciting, stimulating and safe environment;
- deliver personal, social and health education not only through taught lessons, but as a thread running through all that we offer;
- challenge children and offer them opportunities to develop their intrinsic ability to be lifelong learners;
- provide effective feedback;
- encourage children to think and work independently;
- provide a School environment which promotes the development of self-esteem and positive values in all of our pupils;
- develop attitudes which promote understanding and sensitivity towards the values and attitudes of others;
- encourage children to understand the opportunities and constraints that shape people's lives; encourage a positive, confident and enthusiastic attitude;
- develop children's abilities to construct reasoned arguments which lead to informed judgements;
- develop social and economic skills and knowledge needed for the future as an independent adult;
- develop children's Spiritual, Moral, Social and Cultural education.

## 2. **Approaches to Teaching and Learning**

Our teachers employ a variety of teaching and learning strategies across a range of appropriate contexts throughout the curriculum. Learning is made relevant and meaningful to pupils and any grouping of pupils will take account of individual learning styles and needs. To ensure pupils gain the maximum access to the curriculum, careful planning and thoughtful, imaginative teaching are considered essential.

### 2.1 **Teaching and learning styles**

Rigorous planning and dynamic teaching ensure that teaching caters for all learners and is adapted according to each teacher's current child. Children are given opportunities to show what they know, understand and can do throughout the learning process and are encouraged to be creative in seeking ways to make their learning interesting and successful.

Our teachers are trained to deliver using trauma-informed approaches to teaching and learning.

Children learn best when they:

- feel safe;
- are taught in an interactive and lively way, that is purposeful and relevant;
- are suitably challenged through creative, open ended tasks;

- take ownership of their learning;
- respect individual pupils' views and feelings;
- are given time to reflect upon what they have learned;
- respond to effective feedback;
- solve problems and make decisions, developing resilience and independence;
- are encouraged to work collaboratively;
- participate in and take responsibility for their own learning and self evaluation.  
(see Assessment Policy).

## 2.2 Visible Learning

Children are encouraged to be reflective and responsible for their learning. They continually build their skills to become assessment capable; able to recognise where they are on their learning journey and identify their next steps. A shared language for learning, provides consistency across the school and learning community. Through understanding the dispositions of a good learner and embracing mistakes as an opportunity to learn, the children build their self-esteem and are able to self-regulate their learning.

## 2.3 Groupings and differentiation

Children are given the opportunity to progress through their work at a personalised rate of learning. In order to facilitate this they are given:

- activities that allow them to respond at their own level;
- opportunities for working independently as well as in small groups and as a whole class;
- a variety of activities encompassing oral, practical and written work e.g. interviewing, reporting, surveying, investigating and model making;
- support from adults where appropriate.

The range of groupings is carefully and purposefully chosen. These groups may be based upon:

- ability (mixed or grouped with others of similar ability)
- gender (mixed or with those of the same gender)
- friendship (where children may choose working partners or the teacher forms groups using established relationships).

## 3. Resources

Imaginative and stimulating resources motivate children effectively, making a marked contribution to the quality of learning. They promote positive attitudes and challenge stereotypes. Resources used are not gender, culturally or racially biased and, including new technology, are made accessible to encourage independent learning. These will include: books and documents, artefacts and toys, sports equipment and musical instruments, maps, paintings and illustrations, film clips and photographs and a variety of information technology hardware and software. The range of resources also supports the way children demonstrate and record their learning; they use art materials, construction equipment, cameras and other recording equipment alongside written work and oral presentations.

For some children, resources may need to be adapted to enable them to participate, e.g. visual resources may need to be enlarged, apparatus carefully selected for ease of handling or special equipment to transmit information used for the hearing impaired. Resources are carefully chosen to support children with special educational needs and/or disability. Children with English as an additional language (EAL) are

also given equal access to develop their learning and knowledge, often being provided with resources with mother tongue support or additional visual cues (see section 9 below).

We devise strategies to ensure equal access to equipment for all pupils by:

- presenting activities which will allow all pupils to achieve success;
- ensuring that appropriate resources are provided to facilitate the learning of the individual pupil;
- giving due regard to gender, race, culture and ability.

Adults within the School are the key resource in the delivery of the curriculum. The teaching team includes teachers and teaching assistants who work together to ensure that all children are able to access the curriculum, make progress and achieve well.

#### 4. **Learning Environment**

We promote the use of displays in classrooms and communal areas to provide learning tools and celebrate children's work.

Within the classroom, members of staff create a supportive, purposeful and focused atmosphere that positively promotes learning and celebrates pupil achievement.

#### 5. **Planning**

Our planning aligns to the British National Curriculum, and gives the flexibility to explore and develop particular parts when required. Due to the 1:1 nature of our provision, we are flexible in how we deliver to each individual child.

#### 6. **Assessment**

##### 6.1 **Strategies**

Teachers and children use a range of Assessment strategies to identify success and the next steps of learning. See Assessment Policy.

##### 6.2 **Record keeping and reporting**

Teachers are required to submit reports at the end of each week. The reports detail achievements and concerns or issues for each child in attendance. We compile a report for the LA or referring party at the end of each term. Assessment is monitored using iASEND.

##### 6.3 **Celebration of success**

Children's work and positive contributions to the School community are celebrated in a number of ways: displaying children's work, giving the children stickers, certificates, or other celebrations in line with our Behaviour Policy.

##### 6.4 **Targets**



All pupils are set targets after assessment on arrival at the School, which are referred back to regularly in communication with the LA or child's referring party.

For further details on assessment see the Assessment Policy.

## **7. Cross Curricular Opportunities**

We work within themes linking science, history, geography, art, computing, religious education, music, design and technology. We perceive this as a strength because:

- the conceptual understanding in these subjects enhances an awareness of self and others;
- the skills of enquiry, investigation and having a critical approach towards sources of evidence are common to all these subjects;
- it broadens the curriculum around a core of academic subjects; it promotes an increased awareness of the wider world; pupils are better able to use, develop and extend the many skills they are gaining, seeing purpose and value in having those skills;
- it reinforces the understanding that skills and knowledge gained are the "tools" people use to solve problems, make discoveries, communicate with others, etc.

### **7.1 Reading, writing, communication, maths**

The teaching of the core skills of reading, writing, maths and computing and the opportunities for communication are essential in raising standards across the school. Children are encouraged to develop these key areas in a range of settings across the curriculum.

### **7.2 Science and the foundation subjects**

Students complete regular age and ability-appropriate assessments to ensure gaps in learning are identified and filled during 1:1 core subject learning.

Before moving into KS4, students are assessed to decide next steps, this may or may not include working towards a GCSE examination, but all students will be given the option to continue enjoying Science until Y11 through more practical approaches or short courses in this case.

Students cover all foundation subjects through our academic strand.

We recognise that many of our students have pre-existing notions of non-core subjects due to previous school experiences, and so offer subjects under alternative curriculum headings.

### **7.3 Spiritual, Moral, Social and Cultural development (SMSC)**

SMSC is developed through every aspect of school life including community projects, daily PSHE, and assemblies. The children are encouraged to reflect upon beliefs, society and values.

## **8. Enhancing the Curriculum**

Pupils learn effectively through direct experience. We therefore offer opportunities for pupils, from the earliest stage, to enhance their learning experiences by bringing the curriculum alive and making their learning more relevant.

Visitors are also invited into school to enhance the curriculum.

## 9. **Inclusion**

### 9.1 **Equal Opportunities**

We believe that a broad and balanced education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability. We are firmly committed to the principle of 'entitlement of all' in every area of school life. We ensure that all our children have the opportunity to gain knowledge and understanding regardless of gender, race, class, physical or intellectual ability. All children, including those within identified vulnerable groups, can access our curriculum successfully.

In order to facilitate this we:

- foster citizenship in our pupils and practise it ourselves;
- root our teaching in broad global and historical contexts, using the widest possible perspectives and including the contributions of people of many different backgrounds;
- provide a balance of activities and contexts which reflects the interests of the pupils;
- avoid using stereotypical pictures/ posters and language.

### 9.2 **Special Educational Needs and Disability (SEND)**

Teachers provide learning opportunities matched to the needs of all children to promote success. Where necessary, work is differentiated to ensure that pupils with special educational needs learn effectively and make good progress. We believe that careful classroom groupings can support learning and maximise the contributions they make. Specific resources and equipment are used to promote the learning of pupils with learning and/or other difficulties. In addition to the class teacher, Teaching Assistants may work with individuals if they would otherwise have particular difficulty in accessing certain subjects alongside their peers.

The School's planning takes into account the needs of individuals in accordance with the School's Equality and Community Cohesion Policy. We ensure that all pupils are able to access the curriculum, adapting resources and delivery as necessary to take account of any disability.

For further details see the SEND Policy and Equality and Cohesion Policy, and the 2024 Accessibility Plan.

### 9.3 **Gifted and Talented**

Able children are identified through baseline assessment, as well as observation. The group teachers plan for extension and enrichment activities, providing opportunities for challenge, investigation and development of higher order skills. Opportunities to deepen the children's understanding are utilised to provide challenge within the curriculum.

For further details see the Gifted and Talented Pupils Policy.

### 9.4 **English as an Additional Language (EAL)**

Teachers are aware of the needs of children in their class with EAL, in particular with regard to their development of language. Work is differentiated to ensure that children at the early stages of English are

able to access the curriculum at an appropriate level. This may be through the support and advice of a designated EAL teacher or teaching assistant and/or the provision of relevant and specific resources e.g. with mother tongue support.

## **10. Health and Safety and Safeguarding**

Health and Safety guidelines are adhered to as specified in the Health and Safety Policy. Teaching staff have a general duty to take reasonable care for the health and safety of themselves, of other members of staff and of the children. Pupils are supervised when involved in activities in the classroom and around the School. Risk assessments are completed for all visits. Teachers refer to the Health and Safety Policy.

## **11. Roles and Responsibilities**

The value of direct teaching on the subjects of respect, healthy relationships and keeping oneself safe in both physical and virtual environments is recognised as a key feature of the School's proactive and preventative approach to safeguarding. The School recognises that opportunities to help children develop skills to keep themselves safe occur in many contexts within and beyond the planned curriculum. Adults in the School are committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. The School's Safeguarding and Child Protection Policy provides further details.

### **11.1 Executive Headteacher and Assistant Headteachers**

Are responsible for ensuring that:

- all related Curriculum Policies are implemented, evaluated and reviewed;
- standards of teaching and learning are high and consistently maintained throughout the school;
- funding is delegated to resource and develop each subject and the impact of this is monitored;
- resources and staff training needs are considered and planned for within the context of the whole School development plan.
- monitoring standards of teaching and learning within their area of responsibility;
- ensuring that standards and expectations are high;
- maintaining an overview of pupil progress through team/phase meetings to ensure pupils reach targets;
- discussing outcomes of monitoring with team members and rest of SMT, facilitating liaison with SENCO, and/or EAL teacher to provide support for pupils not making expected progress;
- liaising with subject leaders, and staff responsible for inclusion, to assist in the monitoring of children's work and standards of teaching and learning;
- ensuring appropriate individual targets are set for children;
- promoting collaboration between and providing advice and support to the staff they manage, in relation to the academic progress of pupils (as well as pastoral support and discipline), within the context of whole school policies and procedures;
- ensuring displays and the children's learning environment reflect the curriculum, and are of a high standard, taking responsibility for an area of the school as agreed.

### **11.3 Teachers**

Teachers have a responsibility to:

- ensure that planning, assessment and delivery of the Curriculum is in line with agreed School policy and schemes of work;
- complete assessments in line with the setting's Assessment Policy;
- monitor and evaluate learning activities;
- identify and organise enrichment opportunities to enhance the curriculum e.g. workshops and visits ensure continuity and progression through planning;
- establish and maintain a positive relationship with parents;
- communicate with Executive/ Assistant Headteacher about children's progress, behaviour and targets through regular discussion and reporting;
- liaise with the Executive/ Assistant Headteacher and teaching assistants to ensure children's needs are identified and appropriate provision put in place;
- ensure the safe use of equipment;
- ensure the learning environment is stimulating and organised to enable children to access resources and develop independence;
- identify any individual training need and inform the Executive/ Assistant Headteacher;
- alert subject leaders to any issues relating to their subject e.g. need for resources or equipment, support with planning.

#### **11.4 Teaching Assistants**

Those who work in the classroom as support staff have a responsibility to:

- support children with their learning individually or as part of a group;
- support the teaching of the class teacher through their own teaching, sharing a common approach;
- monitor and evaluate learning activities;
- contribute to planning and assessment procedures as required.
- assist the class teacher to maintain the learning environment.

#### **11.5 Children**

It is expected that children in the School take a measure of responsibility for their own learning. They should:

- display a positive attitude to learning, always enabling others to learn effectively too; do their very best at their work;
- co-operate well with both adults and peers.

#### **Policy:**

Jennifer Wood, Centre Director (Total Tuition)

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