UNLOCKING POTENTIAL

LEVELLING THE SOCIAL AND ACADEMIC ARENA

CURRICULUM POLICY

Mission Statement

The Levels School exists to provide a nurturing environment in which students with specific learning difficulties and co-occurring diagnoses can develop their self-esteem and aspire to be independent young adults who value the rights, responsibilities and rules that exist to promote and support their future welfare. Our approach toward establishing this ideology is predicated on trauma-informed practice and an obligation to develop the social skills required to build their future aspirational communities. We exist to help them find their level.

This policy covers all premises known as The Levels School.

Date of policy	March 2026
Next review date	March 2027
Frequency of policy review (annually, every two years)	Annually
Policy owner	Caroline Cook – Head teacher
Published policy	Yes ☒ No ☐
List of connected policies	SEND Policy, Assessment, recording and reporting Policy, British Values Policy, Careers Policy, PSHE Policy, SRE Policy, Digital Use policy, Mental Health and Wellbeing Policy, Speech and Language Policy and Occupational Health Policy, EAL Policy, Educational trips and Visits policy

Approved By/Date	Approved by Governors

The Board of Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a review to satisfy themselves that the implementation of this policy is effective.

The Board of Governors ensures the establishment of familiarity with and the effective operation through monitoring, of school policies, approving those requiring GB sign-off in line with a regular cycle of school policy reviews. This occurs through a cycle of governor committee meetings and full board meetings.

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Introduction

The Levels School is an independent specialist day school offering high quality education and exemplary pastoral care to students with a range of complex, specific learning differences that may include speech, language, and communication needs. The aims of the school are focused on maximising every individual's potential to develop into a confident, secure, well-adjusted and skilled individual who will be able to embrace their learning differences, accepting who they are and developing a strong self-concept. The individual will be able to make a positive contribution to society and live as an independent adult being comfortable to exist as their own authentic self.

It is the responsibility of the Head Teacher, supported by the teaching, learning and therapy teams to implement this policy. It is monitored throughout the school by a process of academic peer and pastoral self-review support by a robust appraisal procedure and quality assurance by the Governance team.

This policy is in line with the Independent School Standards (Revised April 2019).

Statement and vision

The Levels School is an independent specialist day school offering high quality education and exemplary pastoral care to students with a range of complex, specific learning differences that may include speech, language, and communication needs. Our teaching and learning provision would also meet the needs of individuals presenting with a similar learning profile to those with dyslexia and other Speech and Language Communication difficulties. Individuals with these differences often have difficulties with working memory, executive function, and speed of processing. In our experience these learners can often suffer with anxiety and have a low self-concept so we are also able to support vulnerable learners that suffer with fatigue or who may have been out of school due to anxiety.

The motivation behind The Levels School is to provide high quality, inclusive education for individuals who have been adversely affected by their learning differences. Many join the school below ARE for English and/or Maths, resulting low self-esteem and accompanying anxiety.

The Levels School will deliver a differentiated curriculum to KS2, KS3, KS4 and Post 16, which tallies with our students' levels of ability, interests and aspirations. The curriculum will be tailored to our students' individual needs based on a differentiated provision to meet their learning differences. In addition to their learning needs, and as a consequence of these difficulties, some students may have missed large aspects of their education prior to attending The Levels School and so begin their education here with levels of achievement possibly below average. We will aim to work with them and support them to fill any significant gaps resulting from missed education.

The Levels School is committed to the philosophy that each student should:

- Have a positive experience of learning all aspects of the curriculum.
- Understand that barriers to learning can be overcome.
- Be happy and enjoy their learning
- Remain resilient to succeed.
- Show continuous progression and improvement.
- Achieve their full potential.
- Have sufficient key skills and self-esteem to approach new situations confidently.

Our Ethos

Our ethos encompasses a culture of inclusivity where students are aware of their rights, develop responsibility, learn to respect others and in turn are respected. We will enable students to learn through enquiry and discovery via a multi-sensory approach, capturing interest and inspiring natural curiosity and creativity. Learning will be interesting, accessible and relevant to all.

As a school, we seek to offer a curriculum which is adapted to meet the needs of each cohort, addressing their learning differences. It will:

- Promote the spiritual, moral, cultural, mental and physical development of all students at the school, whatever their special needs or abilities.
- Prepare students for life in Modern Britain, whilst promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for, and tolerance of, those with different faiths and beliefs and those without faiths.
- Promote independent learning, reward achievement, celebrate success and nurture the strengths of all, preparing students for the opportunities, responsibilities and experiences of learning through life.

It is our aim to deliver a provision that fits the needs of the individual by being flexible, differentiated and personal. At The Levels School, we believe that it is important to create an environment of inspirational, dynamic and creative learning. We want students to be enthused by staff that are passionate about their specialist subject and enjoy teaching it to them.

We are therefore committed to the following principles:

- To respect and value all individual students and staff.
- To provide the highest standards of care and education.
- To ensure safety, security and opportunities for success.
- To foster students' social, moral, spiritual and cultural development.
- Ensure students coming from other school placements have a smooth transition.
- Involve parents/carers by promoting open and honest communication from first point of contact.
- Creating a learning environment that is inspiring and inclusive.

Our Values

We aim to nurture in our students these core values:

- **Courage:** to meet new challenges with bravery, fortitude and resilience
- **Compassion:** to be kind to ourselves and others and celebrate what makes us unique
- **Creativity:** to explore the world with curiosity and develop creative thinking skills

Our curriculum aims to channel our students' courage and supports them to develop resilience around their learning. Through our core values and SMSC provision we will foster students' compassion for each other and individuals within the world we live that are coping with adversity. Students will be presented with creative solutions to help them to overcome barriers they are presented with, and they will be encouraged to think creatively within their learning. Our students will be supported to be comfortable as their own authentic self.

Intent

The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces students to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

At The Levels School we uphold the aims of the National Curriculum above adapting it where necessary so that all young people in our care are given access to a curriculum that is adapted to suit their learning differences at an appropriate key stage level, based on their individual needs and abilities, prioritising their strengths and maximising the ability for them to meet their potential. We remain aspirational for our students. Individual targets aim to stretch and challenge. This will enable each student to get the best outcome for them at KS4. This will be delivered by skilled subject specialists that have experience and relevant training in delivering specialist education.

Each subject area meets individual needs by delivering a curriculum that has the national curriculum program of study at its core. Schemes are planned in a manner that makes this accessible to all students. In some subjects some elements of the National Curriculum will be adapted. Adaptations match the strengths and interests of the individual. At The Levels School we take the time to really know each of our students, identifying their individual challenges, using strategies to support these areas, while teaching to each student's

strengths. Identification of both strengths and weaknesses is fundamental to allowing the student to succeed and make progress. No effort is spared to ensure all acquire the confidence and self-belief required for success in the world beyond The Levels School.

We understand the need for students to have a curriculum that maximises sequential teaching and provides ample opportunities for repetition. In some subjects, our curriculum design allows for concepts to be introduced earlier. Exposing the students to these concepts earlier accompanied with key skills means that they are starting their preparations for their KS4/GCSE outcomes earlier. In addition to this it allows us to adopt an earlier starting point to build a firm foundation for further learning, should the need to do so be identified.

Many students with a range of complex, specific learning differences that may include speech, language, and communication needs and those with similar needs often present with an uneven cognitive/learning profile. This presents strengths as well as challenges. Our curriculum aims to identify and maximise these strengths as early as possible. Our teachers deliver lessons in their specialist subject areas and differentiate the content material accordingly. They are passionate about their specialist subject and aware of not only where the journey starts at KS2 but also all through to the outcomes at KS4 and for most, beyond.

The school's pastoral system and inclusive ethos develops the student's resilience and capacity to engage in learning further and to be able to engage in the support on offer when needed. Individuals at The Levels School will benefit from teachers meeting their needs and planning their education from the start of their journey in key-stage 2, through to key stage 4/post 16 and into preparation for further education and employment.

Curriculum Aims

The curriculum aspires to:

- Enable those not achieving age-related expectations to stop falling further behind, close the gap and potentially make accelerated progress.
- Move towards enabling students to progress further, based on ability not age
- Have and be able to use high quality personal, learning and thinking skills and become independent learners.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning at The Levels School and beyond.
- Value their learning outside of the curriculum making links from the curriculum to the real world and skills for employability
- Cater for the specific needs and learning differences of individual students as described in their EHCPs and paperwork, by providing teaching and learning opportunities at an appropriate level.
- Provide personal, social and health education, to include age-appropriate sex education, that reflects the school's aims and ethos (see the PSHE and RSHE policies).
- Provide broad and unbiased careers guidance for students receiving secondary education; to be relevant to Years 7-13 through the Tutor programme, Year 9

through the provision of Option Booklets alongside Staff /Parent Meetings and career talks. Also, along with guidance towards work experience and links with Colleges of FE (See Careers Policy)

- Ensure that all students can learn, develop and make progress so that they can develop their self- confidence and self-esteem, assessed and monitored through the PSHE and Tutor Programme.

Entitlement

Key stage 2 and Key stage 3

Classes are organised according primarily to the student's age. Occasionally, it may be in the student's interest to move out of their chronological age group. We reserve the right to do this if it provides the student with increased support and allows the potential for greater progress. Students are provided with access to a curriculum that is adapted to suit their learning differences at an appropriate key stage level. Running alongside this will be pastoral support and other activities to enrich their school provision and experience. There is a specific focus on developing skills in communication. This will be supported by further input from the therapy team that will occur on a 1:1 basis but also as part of the teaching being delivered.

Core subjects have a higher curriculum allocation. Other subjects are then allocated being mindful of the need within the cohort. All students have Foundation subjects, PSHE, ICT, and PE timetabled. Year 7, 8 and 9 have an ILP Individual Learning Project or Strategies to Learn session and an Outdoor Learning Session.

Key stage 4

Class groups are organised primarily according to age. Although, a student may be retained depending on their previous school experience and level of need. This has usually been agreed previously as part of the EHCP process. Students at The Levels School are expected to follow a core curriculum in English, Maths and Science and 3 optional subjects for most. As the curriculum is tailored for each individual it may be that some students follow 2 or 4 options subjects. The academic curriculum will be supported with additional input from the Therapy team that will occur on a 1:1 basis but also as part of the teaching being delivered.

Subjects offered include – Maths, English, Double Science, English Literature (as part of the options offer when appropriate), Life Skills/Independent Living (as part of the options offer when appropriate), Examined Sport, Drama, Food and Nutrition, Music – Arts Award, Film Studies, Geography, History, Art, Textiles, Photography and Graphic Communications, IMEDIA, Humanities, Child Development (all as part of the options offer decided on a cohort-by-cohort basis).

Core subjects and Options subject have the same curriculum allocation of four timetabled sessions a week. This is to allow students to be afforded the same amount of curriculum allocation to areas they can excel at/enjoy alongside English, Maths and Science. Students

have a PE lesson and a PSHE lesson once a week. Staffed independent study sessions are also timetabled.

Subject Rationale:

Reading

Reading and literacy are indispensable skills for our students to enable them to actively participate in society. Reading helps young people to understand themselves and the world they live in. We will provide reading opportunities for our students with the aim of developing them culturally, emotionally and socially, as well as developing reading skills such as fluency, comprehension and decoding. This will be done using specialist strategies from as early as possible.

We have developed a daily slot within the timetable called Book Club. Book Club is scheduled for the whole school every day. This will help to develop a culture of reading within the school. We want to fire our students' imagination and promote a lifelong love of learning. During Book Club, students will get an opportunity to engage with a diverse range of stories in a range of ways. We will use audiobooks, group reading, film clips, discussions and storyboards to empower all children to be able to access books. This time can also be used where relevant and under the guidance of the SENDCo for regulation for a minority of students.

Reading for enjoyment will be actively modelled and encouraged across the whole school, not only through the curriculum, but through whole school initiatives such as 'What am I Reading' posters shared by all staff on their classroom/office/therapy doors.

English

Despite the students' speech and language difficulties, we aspire to ensure consistency across the curriculum and to continue to develop students' abilities to use language to think, explore, organise and communicate effectively through speaking, listening, writing and reading. Whilst this is incredibly challenging for our students, we view the pursuit of high standards of literacy as key to improving learning and raising standards, maximising our students' potential to achieve the best possible outcomes.

The English schemes of learning at both KS3 and KS4 concentrate on building and consolidating the key skills that will prepare students for the best possible outcome at KS4 whatever their entry level.

These skills are embedded in themed content which allow overlearning and the sharing of vocabulary and ideas with other subjects taught.

English is a skills driven subject which means that it can be personalised and adapted to suit individual needs and progress. It builds on programmes of study and strategies that have been successful for our students, particularly the use of assistive technology, meaning that students will be able to access GCSE courses that suit their needs and aspirations.

Students in KS3 follow a personalised reading programme in year 7 and 8. Reading progress is tracked and there are one to one reading opportunities every week. They will also engage with the full range of class readers including poetry, 19th Century texts and play scripts, Shakespeare and non-fiction as described in the National Curriculum.

This culture of reading is further supported by Book Club where students are in mixed ability and age groups and can access more difficult texts supported by a member of staff who can encourage discussion around reading.

Students are encouraged and supported to talk, listen, read and write as part of their learning experiences across the curriculum. Consequently, teaching strategies in all subjects should contribute in a consistent and coherent way to students' literacy development.

Mathematics

The school will develop students' numeracy skills, with particular attention to applying number skills in everyday situations involving money and measures and interpreting graphs, charts and tables as well as reasoning and problem solving. This will be supported by all staff who can draw links within their own subject areas. Students have the opportunities to use a variety of manipulatives to support their learning. Promoting a positive attitude to numeracy will be critical in establishing students' confidence towards numeracy and its relevance across all subjects. With our dyscalculic students this will be challenging. We are aspirational for all our students and will give them the strategies they require and the time and safe space they need to develop these skills at a level that allows them to demonstrate progress.

The mathematics curriculum is broadly based on the National Curriculum. In Prep there is a strong emphasis on students understanding place value and learning to apply the four operations (addition, subtraction, multiplication and division). Opportunities for repetition and extension of knowledge are built into the curriculum. The KS2 and Year 7/8 curriculum are adapted to allow learning objectives from early key stage 2 to be included if necessary, so that students can start from their secure place and build from there. Assessment for learning is a key element of our teaching. Multi-sensory learning is promoted, and appropriate equipment is used to encourage mathematical curiosity.

Year 9 and KS4 focus on working towards IGCSE, as we follow a 3-year curriculum for IGCSE. Students build on the skills that they have developed, and teaching continues to start from the concrete, where necessary, to maximise understanding and retention of knowledge. Some subject areas are taught before they would be normally in the National Curriculum. This allows greater opportunities for repetition and reinforcement, then extension, into KS4. Calculator use is encouraged to reduce the load on the working memory. Links are made between different maths topics, other curriculum areas and real-life applications to embed learning.

We recognise that some students have had a negative experience of maths and fallen behind at previous non-specialist schools. Many of our students arrive with significant maths anxiety and gaps in their learning. Building maths confidence and enabling students to feel safe and be able to achieve, addressing gaps in their maths knowledge is foundational to

all we do in maths at The Levels School. This is achieved by creating a safe environment in the classroom; personalised teaching; and making the learning fun and interactive. Mistakes are seen as learning opportunities. Teaching is adapted to enable every student to access it at their level and experience challenge, success, and progression.

Science

The science curriculum is based mainly on the National Curriculum. The ethos for science teaching is centred on investigation, encouraging an enquiring mind and using multisensory learning. At KS2 we recognise that students have often fallen behind at previous non-specialist schools, and therefore the curriculum contains key concepts from Year 4 in addition to the Year 5 and 6 work, building a strong base from which to begin year 7. KS3 and year 9 have been written with future GCSE content in mind. This means that some subject areas are taught before they would be normally in the National Curriculum to allow for repetition, and then extension, into KS4. It also allows for the building of applied numeracy and literacy skills as part of the KS4 Science learning so that students can communicate their understanding fully and gain the best possible outcomes as they move into KS5

History

The history curriculum at The Levels School incorporates a mix of breadth and depth studies and has the key skills of source analysis and interpretations embedded throughout. At KS2, the National Curriculum has been adapted to suit the needs and interests of the students, incorporating more chronological skills, cross-curricular links and links to the KS3 and GCSE curricula. At KS3, the schemes of work are broadly in line with the National Curriculum and have been adapted to embed and repeat key subject knowledge and skills from the GCSE. This will empower students with the confidence to access GCSE history as well as providing a good foundation of general historical knowledge for students who opt not to take history after Year 9. History explicitly links to British Values and SMSC in almost every lesson. It is taught as interconnecting stories to aid in recall and to fire the imagination, through a variety of media and means.

Geography

Geography at The Levels School is passionate about enabling our students to take up their role as global citizens who are linked through space, place and time to every member of our global community. We want our students to use an enquiry approach to understand the importance of key topics including development, sustainability, climate change and culture. Rather than just understanding these topics from a theoretical standpoint we want our students to know they can be active agents for change who contribute to the creation of new geography with every decision they make from the food they buy, to where they go on holiday.

The National Curriculum for KS3 has been adapted to increase accessibility through repetition of topics and building depth of knowledge through embedding links between subjects and topics. At KS3, students study a variety of human and physical geography topics building on their previous knowledge. The topics covered are all directly linked to the

syllabus students will encounter should they choose geography as one of their Key Stage 4 options.

Creative iMedia

Creative iMedia is a course designed to allow students at Key Stage 4, to explore the opportunities of a vocational life in the Media Industry. The course provides students with an understanding of the different roles within the production pipeline in the Digital, Print, Interactive and Broadcast Media spheres. Regardless of the vocational outcomes for our students, the course also provides insight into the intent and purpose of advertising and the media's use of information to influence the consumer. As part of their coursework and preparation for their exam, students will embark on the process of interpreting a "Client Brief", taking it from conceptualisation to production, with an evaluative reflection at the end of their work. This skill will be useful in the student's vocational lives, regardless of which route they take into the media world.

Performing Arts

Performing Arts for Key Stages 2 and 3 is designed to allow students to explore their sense of self, the social landscapes they are growing up in and the development of themselves as a person with a voice. The fundamental goal of Performing Arts pre-GCSE is to ensure that students develop a sense of confidence and self-esteem. To engender lessons that are built to support students in working creatively within small groups and individually toward a theme. Constructive criticism in peer review plays an important part of developing a good critical vocabulary while maintaining the importance of resilient, reflective development. Every child is involved in the development of work in lessons, either as a creator or as a supportive external director/critic, which helps build strong sense of team spirit and a willingness to engage. At Key Stage 4 students may pursue Drama as a GCSE with a view to supporting access into a Performing Arts course Post-16.

Music is an important tool for helping students understand the world around them and supports the development of students as individuals. Through music, students can explore different cultures, express their emotions, and enhance their knowledge and skills, making it a valuable educational resource. Additionally, music can increase self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement. We offer opportunities for students to develop their talents in all aspects of music, including composition, performance and appreciation.

Students in prep school and key stage 3 have at least one lesson a week of Performing Arts.

There are additional opportunities to engage in musical activities during enrichment, music clubs and instrumental lessons.

At KS4 we offer the Trinity College Arts Award at Bronze and Silver Award level. These both carry GCSE equivalent grades. A minority of students may progress to the Gold Award.

Ethics and Philosophy

Ethics and Philosophy is an important subject in supporting the teaching of British Values and SMSC, and has many cross-curricular links, particularly to PSHE. At KS3, we follow an

adapted version of the 'Explore RE' curriculum provided by Hodder Education. This curriculum gives a good base of knowledge of each of the six major world religions and skills are built primarily through discussion and debate.

Ethics and Philosophy is taught with a range of teaching and learning techniques, allowing plenty of time for discussion and processing of the big questions and allowing links between concepts and is in line with requirements of Somerset SACRE.

Food and Nutrition

At KS3, food skills are taught every week for half a term. The aim for the KS3 curriculum is to enjoy an understanding of healthy eating, linking into the Science curriculum and gaining practical and hygienic cooking skills for life. The curriculum also has strong links with British Values, PSHE and Ethics and Philosophy to strengthen understanding across other subjects. For many of our students, skills in the kitchen will be supported by their work in Occupational Therapy and will also strengthen the social skills of those who need support in this area. In years 8 and year 9, practical confidence in the kitchen is combined with key GCSE concepts around influences over diet choices including international and British cuisines, and diets suited to particular groups of people, e.g. teenagers. Students will be encouraged to verbally discuss hygiene considerations and explain diet choices which begins the thinking patterns required for the GCSE Food and Nutrition course. At KS4, students are extended and supported by using repeatable processes to plan, prepare and evaluate foods, allowing for aspirational targets at GCSE.

Humanities

Humanities studies the history and development of human thought and culture. At KS4 as part of the options offer students can choose to study Entry Pathways to Humanities**.** In studying this course students will explore elements which make up the human condition. In studying the development of human thought through art, music, social theory, language, education, literature, philosophy and film, students will gain a well-rounded understanding of the humanities and the human experience.

This course is entirely unexamined and assessed through coursework which students can improve throughout the course. Students can work at their own pace, with the courses flexible nature offering freedom to students to study and learn about what they are interested in within the humanities. Students can be assessed in several different ways throughout the course which will work to the students' individual strengths.

ICT KS3

ICT is delivered mostly in line with national guidelines and supports our students in understanding how the digital world around them works. This is achieved through following the three strands of Computer Science, Information Technology and Digital Literacy. Algorithms, programming and the structure of code are covered in our computer science modules, word processing, managing spreadsheets and publishing information for websites and print are covered within the information technology modules and our digital literacy also extends into the PSHE elements with digital citizenship, digital law, social media and mental health, and work on cyber-bullying and online relationships.

Lessons are delivered through a mixture of online courses and practical lessons. They are adapted based on students' existing 'level', competency, interests and ambitions. We have a 'Bring your Own Device' set up which is managed through an online network monitoring and filtering system. The final goal of this subject in the curriculum is to build the students' knowledge of the digital landscape; from a simple 'user' to a powerful and informed consumer or even engineer of that space.

Outdoor Learning

The outdoor learning curriculum encompasses skills and knowledge taught in other subjects but embeds them through practical applications outside the classroom. This hands-on approach enables student to practice skills and over learn key ideas so that they can apply them in a different setting. Each lesson has a key theme and focus which is season dependent and learning is centred on the student. Emphasis is put on trial and error, and it doesn't matter if the task doesn't go as planned; as long as it is done safely and reflection occurs in order to improve the method and/or outcome on the next attempt. The key aims are enjoyment, student led learning and application of knowledge. Outdoor learning should be seen as a positive experience in every weather, as we will be dressed appropriately to enjoy an alternative way of learning.

Physical Education

We strongly believe that PE should stand for "Positive Experiences" for all students at The Levels School. In line with the wider philosophy, we look to identify and remove barriers to learning such that all students can build the confidence and motivation to engage in their PE lessons. In doing so, we create the conditions where students can develop their physical competency (including gross and fine motor skills, core strength and coordination), regardless of their previous experience, current levels of fitness or any additional need that they have that might impact on their ability to become competent movers.

Beyond the physical development of students, we use PE as an opportunity to develop a broader range of skills through a holistic approach to learning and development. Our PE staff use the whole-school trauma-informed practice to create psychological safety in lessons in addition to being a neuro-affirming department. We are aware that "traditional" PE curriculum and pedagogies can be stress inducing rather than stress reducing for neuro divergent students. As such, we have made a range of adjustments to our provision to enable our students to feel a sense of belonging and create an environment where they can engage in meaningful learning.

Our overall aim is to establish, develop and nurture a positive relationship with physical activity and in doing so, unlock the potential for personal growth and well-being.

PSHE

In line with our school values and the expectations of the National Curriculum, our PSHE program promotes the students' needs for healthy living and safe working in the modern world enabling our young people to develop into well rounded, independent and moral citizens through outstanding and inspirational education that is as much about nurturing the spirit as it is about outstanding academic success. The PSHE curriculum has been

developed with the PSHE Association's guidelines and it supports students in developing the knowledge, skills and attributes they need to manage their lives. It supports pupils in achieving their academic potential, and leave school equipped with skills they will need throughout later life.

The PSHE curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, through our modules on Citizenship and responsibility. Woven throughout its structure is a strong focus on developing positive and healthy relationships with others; either in a familial, social or romantic capacity; helping students reflect on their own relationships and identify when a relationship is a supportive one or not. Delivery of this subject relies on creating and maintaining a forum of trust within the classroom and as such it helps build communal identity as well as supporting our students as they work to find their developing selves, understand their responsibility toward their mental health and the wellbeing of those around them and build the vocabulary they need to ask the right questions of the world they live in.

Visual Communication

Visual Communication encompasses all forms of art, craft and design. The aim of the department is to make young people visually aware and able to form their own opinions about the aesthetic world around them. KS3 follow the National Curriculum for Art and Design, as this naturally leads onto the Art, Craft and Design GCSE. This GCSE is broad enough to allow students to follow their own interests and skills within the defined structure of a GCSE. We also have capacity to offer GCSEs in Textiles, Photography and/or Graphic Communication. We will advise students accordingly as part of the year 9 options offer as these are dependent on numbers taking the course.

Teaching for all year groups is individualised to each student's need. Initial themes or topics are given as starting points throughout the year. The different needs of students are met through tailoring each task, piece of work or project to the individual. The use of templates, working into existing images, using digital equipment and varying the use of media and materials are examples of how starting points can be differentiated to meet the needs of individuals. Students aspire to create work that is personal and of a high quality by seeing the work of others. This is work from well established artists and the work created by their peers. An environment of sharing and discussions about work exists within the department. Regular marking, feedback and the opportunity for students to improve upon their work is given priority. GCSE students have grade descriptors in their books so that self-evaluation can take place throughout the course.

Social skills (TLC - Talking, Listening and Communicating)

At The Levels School we ensure that built into the timetabled day for KS2 and KS3 is a TLC – Talking, Listening and Communicating programme (social skills session) run by the therapy team. For KS4 this will forms part of their provision during tutor time. In Post-16, students have two sessions a week of Interpersonal Skills, which mostly focus' on social skills. These sessions are delivered by a member of the Speech and Language department.

All students will receive a weekly social communication lesson which will be delivered by members of the therapy team. The schemes of work set out a clear lesson plan and progression, however, to cater for the individual needs of each student within the group, the lessons may be altered by the therapist in order to be effective and supportive. For those who receive 1:1 Speech and Language Therapy or Occupational therapy, these lessons may be repeated individually and explored in more depth.

The core skills that will be continuously supported by all members of staff are effective sensory and emotion regulation. This is based on the Zones of Regulation curriculum, designed by Leah M. Kuypers and the interoception curriculum by Kelly Mahler. Strategies to help students learn these skills will be introduced within TLC and this will be integrated and embedded within the school day. This seeks to support them throughout their academic career, vocational career and to support their social and emotional wellbeing. For more information see The Therapy Policy.

Understanding your Neurodivergence and Owning your Neurodivergence

Students in year 7 have a timetabled lesson developed and taught by our Head of Therapy. The purpose of this programme is to introduce students to a range of neurodivergences. For more information see The Therapy Policy.

Students in year 11 follow an Owning your Neurodivergence sessions delivered in tutor time developed and taught by our Head of Therapy. The purpose of this programme is to educate students on their rights within the equality act with respect of employment and further study allowing them to advocate for their Neurodivergence.

Digital Safety and ICT Curriculum

Digital Safety is of huge importance to us at The Levels School. We require our students to leave school having become independent learners, a goal that any school would require of its students but given the specific learning needs of our students and their future reliance on using IT effectively in their working lives, developing a healthy attitude toward becoming an effective and safe digital citizen is at the heart of what we do.

Our digital safety curriculum is specifically rolled out across our ICT, PSHE, tutor programme and Performing Arts subjects and our Social Communication Skills (TLC) timetabled sessions, however our students are supported by all staff across the curriculum in understanding safe digital use, as we build positive IT use into all our subjects; from targeted discussions or work around online safety, to acknowledgement of safe research use of online browsers during any lessons in which they are required to discover knowledge for themselves. We assess their understanding and knowledge of their responsibility towards their digital safety through group and individual projects, allowing for peer review and personal reflective practice as digital users.

The ICT curriculum at KS2 and KS3 prioritises digital safety and the development of skills around the use of Assistive technology. This means that as early as possible students are given strategies to enable them to fully access all aspects of the curriculum. The ICT curriculum at KS2 and KS3 prioritises digital safety and the development of skills around the

use of Assistive technology. This means that as early as possible students are given strategies to enable them to fully access all aspects of the curriculum.

In Post 16, maths, English and digital skills are delivered through Functional Skills courses which are delivered by a specialist teacher.

How we actively promote fundamental British Values at The Levels School

We provide positive experiences through opportunities in the curriculum, extra-curricular activities and through interactions with all others within the school. Through our tutor program, assemblies and our timetabled (TLC) social skills, as well as 1.1 keyworker sessions and/or self-esteem groups set up as intervention sessions.

These will help our students acquire values and skills to enable them to develop independence and choose their path in life. Evidence of our commitment to promoting British values will be seen across the school. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society.

There is a range of opportunities for students to take on responsibility and make a positive contribution to the school and the local and wider communities. Students of all faiths and belief systems will be encouraged to strive for excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE and the religious education within our Ethics and Philosophy schemes also make a strong contribution.

At The Levels School, we recognise the implications of protected characteristics under the Equality Act 2010. We aim to create and protect a learning environment free from any forms of discrimination, victimisation or harassment, fostering good relations between different groups. The Levels School will celebrate every individual, supporting them to meet their full potential, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, sexual orientation or maternity. Age, marriage and civil partnership are also protected characteristics identified by the Act but are not part of the school provision related to students.

Careers Education

All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives. The Levels School is committed to providing a fluent planned programme of tailored careers educations for all students from Year 7 – 11.

All staff are expected to contribute to the careers education and guidance programme through their roles as tutors and subject teachers. Some specialist sessions will be delivered through the tutor programme and specialist events such as careers fairs and one to one career meetings with specialist advisors. It is our aim to embed key

employability skills throughout our academic and SMSC curriculum and to look at outreach opportunities to develop these.

Our aim is to get the best outcomes for our students holistically so that they can utilise their strengths and become an asset in the modern world. Through curriculum events we will be looking to raise the profile of the key skills below. These will occur throughout our curriculum with the aim of embedding these within life at The Levels School. In our end of term awards, we celebrate students that have demonstrated these skills consistently in their learning through the academic year.

- **Staying Positive (resilience):** The ability to use tactics and strategies to overcome setbacks and achieve goals.
- **Aiming High (proactivity):** The ability to set clear, tangible goals and devise a robust route to achieving them as well as taking the initiative and making things happen, instead of always reacting to what happens around you.
- **Problem Solving:** The ability to find a solution to a complex situation or challenge.
- **Listening and presenting (communication):** The receiving, retaining and processing of information or ideas as well as the oral transmission.
- **Creativity:** The use of imagination and the generation of new ideas.
- **Leadership:** Supporting, encouraging and motivating others to achieve a shared goal.
- **Adaptability:** The ability to cope and thrive in changing conditions.

Curriculum specifics in the Prep School

In Prep our Curriculum has been designed to ensure each, and every child can access all areas of learning, make progress and be engaged by offering stimulating and awe-inspiring learning experiences. We want to ensure that our students regain a love of learning and see school as a happy place where they can be themselves and thrive.

It is adaptable and bespoke to the needs of all of our students by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum and by developing individual and collaborative learning experiences, a positive attitude, a sense of responsibility and challenges that take them beyond the classroom.

In Prep there is a 3-year rolling programme, which allows for new learning and time to revisit and consolidate. This is a constantly evolving curriculum which responds to the needs of each learner and their interests by enhancing learning experiences and raising awareness from the local area to national and global arenas. Thus, we aim to develop outward looking pupils who can engage in learning about themselves and understand the wider world and its complex cultures. Formative and summative assessments and evidence gathering allow us to identify gaps in learning and ensure these are covered before the students move forward into year 7.

Our curriculum is all the planned activities that we organise to promote learning, that enable personal growth and development, embed SMSC and our values throughout.We want all our students to grow into positive, respectful, responsible people who can work and co-operate with others, while at the same time developing their knowledge and skills to achieve their true potential.

The Levels School Prep provides an educational environment which is caring, secure, friendly, well-structured, positive, and academically challenging for all students. We expect all our students to follow the school expectations of 'Ready, Respectful, Safe'.

Reading

In Prep it is our ambition that all the students gain a love of reading. Books are matched to their phonic ability and levels are followed to enable a consistent, progression. Some of our reading levels have additional texts to supplement them. We use 'Phonics Books', which is a series of books suitable for older pupils who are struggling with reading. The purpose of these is to fill the missing gaps in phonic skills and knowledge that are preventing the pupils from making progress and becoming fluent readers. These books are designed to appeal to older pupils who may have already experienced reading failure. They are exciting, age-appropriate stories and illustrations which invite the reader to join in an action-packed quest or mission. The texts have a reading practice page, vocabulary page to develop receptive and expressive language, reader friendly layout and special font designed for dyslexic readers. We acknowledge that not all our students will enjoy reading and it will continue to be a lifelong struggle but through a variety of different methods and strategies to support reading we hope that in doing so the journey causes less anxiety.

Through our daily Book club reading strategies are covered using the VIPER model. It is a time for students to relax and enjoy books being read to them. Opportunities are given throughout the week for students to read individually to a member of staff.

English

Students are supported and encouraged to have confidence in their abilities to write and may use technology to support them with this. Students access at their own level and will cover English skills in the national curriculum and adapted learning to suit all the needs of our students. Stimuli are used to engage the students and the students own ideas are always valued. Feedback for improvement is given verbally and in a positive way. Students are encouraged, where possible to edit their own work.

Maths:

Prep Maths is mainly taught through White Rose and other mathematical schemes which are accessed when appropriate for the learning. We use a multi-sensory approach when teaching concepts and will revisit and recap to consolidate knowledge and understanding. Mixed age teaching may at times take place and the maths curriculum is adapted for individual needs.

Through the curriculum the pupils are taught number & place value, Addition & subtraction, Multiplication & division, Fractions, decimals and percentages, Measurement, Properties of shapes and Position and direction.

Engage and Transform

We have a x3 year rolling programme which provides a broad, balanced, enriched and extended curriculum which can be tailored to meet all individual needs. Some individual subjects are taught by subject specialists. By broad we mean we teach through a wide range of themes to include all subjects within the National Curriculum, and we provide our students with a wealth of experiences, including life skills and opportunities for visits and residentials during their time with us. Through exciting themes, the students delve into a world of learning which creates and fosters a love of learning, encourages, supports and challenges.

Prep students also have TLC and follow a programme of fine motor skills with our therapy team.

Further information on our individual subjects can be found on the school website

Curriculum in Post-16

The motivation behind The Levels School Post-16 Foundation Learning Year is to provide high quality, inclusive support for individuals who have been adversely affected by their dyslexia and other co-occurring difficulties. We can support young people who suffer from low self-esteem and accompanying anxiety. We plan and deliver a bespoke, individualised programme for each student, which is driven by individual needs highlighted on EHCPs and through close communication with parents, carers and our young people.

The TLS Post-16 Foundation Learning Year focusses on the following:

Personal Development, Life Skills and Preparation for College.

Personal Development and SEMH

We help students to improve levels of anxiety by naming and managing emotions, understanding when and how to ask for help, encouraging self-care skills, and developing organisational skills. We work to help our students to feel secure in a post-16 environment by enabling them to develop their resilience as a learner, express their own views, interact positively with peers, and to develop responsibility for their own time. With support, students increase their independence in a safe learning environment.

Zones of Regulation are used as a means to recognise emotions. We also support the use of movement breaks and sensory tools. Students are encouraged to fully integrate the strategies that work best for them into everyday life so that they can be used at college, in work, and in all areas of life.

Strong home/school are developed and maintained to ensure that communication and support is in place throughout the Young Person's time on the Post-16 Foundation Learning Year.

Therapy - We offer Occupational and Speech and Language Therapy for students who need it. This will be timetabled on an individual basis.

Life Skills - Whilst with us, students will work towards ASDAN certificates linked to their personal interests. These certificates create a record of their achievement which can be shown to colleges or employers.

Whilst working towards these personal goals, staff ensure that our students are confident in their understanding, by using a visual environment to trigger ideas, thoughts and memories. Collectively we will develop consistent objectives and routines.

College - Some students do not feel ready for college straight after GCSE's. The Post-16 Foundation Learning Year enables these young people to have the time to develop the skills needed to feel confident and excited about starting college or an apprenticeship and accessing their chosen course.

Maths and English - Teaching for Functional Skills consists of focused revision of key learning, and assessment preparation and techniques. Assessment for Functional Skills is ongoing and is a key part of the teaching/learning/assessment cycle, and in Post-16 this involves the students in assessing their own progress and their next steps. Students can access Functional Skills assessments on demand and will be entered in agreement with their Functional Skills teacher and the Post-16 lead, and scheduled by the Exams Officer and in accordance with the availability of the student's preferred exams support staff. Exams can be retaken throughout the year; It is possible to retake the elements of English separately. Entry levels (1, 2 & 3) are assessed internally by the Functional Skills teachers and Internal Verifiers. Levels 1 & 2 are sent away to be marked.

Clubs/Enrichment opportunities

All students are given the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which will operate during lunchtimes and after school. All students and staff are timetabled on a Friday afternoon to enjoy a range of enriching activities together. These reflect the talents and interests of the staff and students, while some will also involve the input and expertise of external specialists. This is not an exhaustive list however, activities can range from Horse care, Carnival Club, Warhammer, Felting, Textiles, Swimming, Arts, Lego, Rubix puzzles and Board games, Science, dog walking, a variety of Music and a variety of Sports and Games and Duke of Edinburgh certificates.

Roles and Responsibilities

Responsibilities of the teaching team:

- There is consistency in terms of curriculum delivery. Schemes of learning should be in place, continuously reviewed, updated, be accessible and present challenge.
- Subject teachers will deliver high quality teaching, learning and achievement.
- Quality Assurance that will be provided by a subject teacher led self-evaluation and peer review.
- Evidence of student assessment progress.

- Appropriate awarding bodies and courses are selected that best meet the learning needs of our students
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of the learners.

Students will:

- Have their individual needs addressed, within both the school and extending beyond the classroom into the family and community through a holistic curriculum, which offers support and challenge appropriate to the individual.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive additional appropriate support in line with examination concession guidelines to maximise their ability to access and succeed when undertaking assessments and examinations.
- Where able and motivated, develop a thirst and a responsibility for their own learning.

The Head teacher will ensure that:

- All subjects offered within the curriculum have a scheme of learning. Schemes of Learning are monitored and reviewed on a regular basis to ensure they are relevant, accessible and challenging.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually. The Head teacher and governors meet annually to ensure it is fit for purpose.
- Where appropriate, the individual needs of some students are met by creating a bespoke curricular alternative.
- The procedures for assessment, including examinations meet all legal requirements and students, their parents/carers receive information to show how much progress the students are making, and what is required to help them improve.
- Levels of attainment and rates of progression are discussed with individual subject teachers on a regular basis and that actions are taken where necessary to improve these.
- The governing body is fully involved in decision-making processes that relates to the curriculum offered.

Safeguarding children

All elements of the school curriculum are underpinned by the need to enable students to feel safe and adopt safe practices. The Designated Safeguarding Lead (DSL) will support staff in delivering specific safeguarding issues within the curriculum, including how to keep safe, e-safety, and anti-bullying. Many of our staff have trained at Level 3 relevant to the size of school. The hierarchy with respect of triaging Safeguarding concerns will remain with the DSL and DDSL's.