

Cavendish View School Curriculum Policy

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2. Policy Statement

This policy has been written to support all stakeholders to understand the curriculum at Cavendish View School. This policy lays out our intention for all pupils to fulfil their potential by progressing through a clearly sequenced curriculum path at an appropriate individual level. The policy sets out the way our curriculum is implemented, including the schemes of work staff follow when planning learning and how we respond to individual pupil needs through marking, assessment and review of EHCP targets. The impact of our curriculum is regularly reviewed, and discussions around pupil progress and attainment are held throughout the year for each class, as well as half termly Positive Behaviour Support (PBS) meetings to support pupils and staff to work together in achieving these aims.

EQUALITY AND DIVERSITY STATEMENT

The Salutem 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 such factors and all will be treated with dignity and respect.

3. Mission, values and ethos

We believe that with strong roots, we grow and flourish together. Our curriculum is designed to secure small steps of progress in line with individual pupil targets and is rooted in research-based practice. We strive for our pupils to achieve the best possible educational outcomes, and for this reason our curriculum is in line with National Curriculum expectations. Our pupils may not achieve age-related expectations, yet our curriculum is designed to allow all pupils to thrive across each subject and beyond.

4. Aims

This policy aims to:

- provide information about each subject taught at the school, including how it is delivered and assessed
- ensure all stakeholders are clear on their roles and the expectation placed on them in supporting the successful implementation of this policy
- be a concise guide for all practitioners to use when planning for their pupils
- clarify the key elements of our curriculum and the sequence in which each subject is to be taught, dependent upon the needs of each child

5. Expectations

It is our expectation that all pupils access a well-planned and sequenced curriculum, taught at an appropriate level following the guidance set out in this policy in conjunction with other relevant policies. Maths and phonics are taught daily where appropriate, and pupils will work through tasks and activities under the expert guidance of their teacher and additional adults in the classroom. These lessons will be adapted according to pupil need. PSHE lessons are taught weekly as a whole class session where appropriate, although many aspects of PSHE are taught through and across the curriculum as well as being taught 'incidentally' when issues arise throughout the days. English lessons are taught daily for pupils in Key Stage 2, whilst Key Stage 1 pupils access phonics lessons and support with their speech, language and communication needs (SLCN) from our on-site Speech and Language Therapist. Speech and Language targets are worked on daily for those pupils whose SLCN are their primary need, as this is what is needed to support them in their journey to accessing formal learning. Some historical and geographical content are covered through topic work within classes, though this is not sequentially planned across the school at this time. The knowledge, skills and attitudes required for these and other curriculum subjects will develop as the school grows its curriculum. This is planned for implementation in the academic year 2026/2027.

Teachers are expected to plan each pupil's learning based on the appropriate learning pathway for each subject. There are three different pathways: Experience, Engage and Enhanced. The Experience Pathway is for the pupils who are working at a pre-formal level, whilst pupils on the Engage Pathway are able to access some more formal learning opportunities. The Enhanced Pathway is based on the National Curriculum Programmes of Study from EYFS to Year 6. Pupils can progress through these at a rate that appropriate to their age and stage of development. For example, a child who is aged 8 may be working on the Enhanced Pathway and accessing the EYFS curriculum. Teachers will keep parents updated as to which pathway their child is following for each curriculum area.

6. PSHE

Our formal Personal, Social, Health and Economic education is planned and delivered using the PSHE Association materials, using the SEND framework. Each half term, a different topic is covered and teachers plan for the learning based on the needs of their classes. An outline of the framework content is available in Appendix 1.

Evidence of 'incidental' or cross curricular learning in relation to PSHE are captured using 'Evidence for Learning.' This is our digital platform used to gather evidence of learning across the school, and is linked to each of the frameworks used including EHCP targets.

7. English

Language and Communication

We know that pupils' speaking and listening skills need to be well established in order for pupils to learn to read and write. Many of our pupils have speech, language and communication needs which are identified in their EHCPs. Our Speech and Language Therapist (SaLT) works in conjunction with pupils, teachers and parents to plan programmes of support for these pupils, and the team work together on these targets. For these children, their 'English curriculum' consists of their speech and language targets which are worked on daily in classes with teachers and LSAs delivering targeted support. The targets are reviewed half termly and new ones set by the SLT when appropriate.

Phonics

The school follows the '*Read, Write Inc.*' (RWI) phonics programme. We believe that all children should learn to develop a love of reading from an early age, and we promote the development of early reading skills through this systematic synthetic phonics programme.

All staff have had RWI training and pupils work through the programme at a level appropriate to their developmental stage. Some pupils receive instruction in a small group, while others have 1:1 tuition from our reading team. The staff in the reading team meet weekly to develop and improve their practice. Pupils progress is measured termly, though staff are able to discuss pupil progress at more regular intervals and adjustments made to the teaching groups where and when appropriate.

Some of our pupils learn language as Gestalt Language Processors, and these pupils are deemed ready to access formal phonics teaching once they are at Stage 4 of the Natural Language Acquisition Framework. Our SaLT can offer further guidance on this on request.

National Curriculum

Teachers are expected to plan each pupil's learning based on the appropriate learning pathway for each subject. There are three different pathways: Experience, Engage and Enhanced. The Experience Pathway is for the pupils who are working at a pre-formal level, whilst pupils on the Engage Pathway are able to access some more formal learning opportunities. The Enhanced Pathway is based on the National Curriculum Programmes of Study from EYFS to Year 6. Pupils can progress through these at a rate that appropriate to their age and stage of development. For example, a child who is aged 8 may be working on the Enhanced Pathway and accessing the EYFS curriculum. Teachers will keep parents updated as to which pathway their child is following for each curriculum area.

8. Mathematics

At Cavendish View School, we follow a 'concrete, pictorial, abstract' (CPA) approach to the teaching of maths. Research has shown that this approach is the most effective in helping children to develop their early number concepts and developing mastery of the subject. Children experience maths across their day, from counting out how many pieces of fruit are needed at snack to measuring how far a paper aeroplane has flown!

Some pupils are able to access a more formal maths curriculum and for these pupils, lessons are planned using National Curriculum (NC) objectives for the relevant year group. Teachers use White Rose Maths materials to support their planning (see Appendix 2). Teachers decide how best to record the learning taking place in their classes (books/photographs/Evidence for Learning). Some children will have specific EHCP targets that they will be working on, and these

are addressed throughout the year. For pupils accessing NC objectives, teachers will gather summative assessment data on a termly basis.

9. Appendices

Appendix 1 - PSHE framework overview

Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

Section	Key stage 1 and 2 Topic areas	Key stage 3 and 4 Topic areas
Self-Awareness	<ol style="list-style-type: none"> 1. <i>Things we are good at</i> 2. <i>Kind and unkind behaviours</i> 3. <i>Playing and working together</i> 4. <i>People who are special to us</i> 5. <i>Getting on with others</i> 	<ol style="list-style-type: none"> 1. <i>Personal strengths</i> 2. <i>Skills for learning</i> 3. <i>Prejudice and discrimination</i> 4. <i>Managing pressure</i>
Self-Care, Support and Safety	<ol style="list-style-type: none"> 1. <i>Taking care of ourselves</i> 2. <i>Keeping safe</i> 3. <i>Trust</i> 4. <i>Keeping safe online</i> 5. <i>Public and Private</i> 	<ol style="list-style-type: none"> 1. <i>Feeling unwell</i> 2. <i>Feeling frightened/worried</i> 3. <i>Accidents and risk</i> 4. <i>Keeping safe online</i> 5. <i>Emergency situations</i> 6. <i>Public and private</i> 7. <i>Gambling</i>

Managing Feelings	<ol style="list-style-type: none"> 1. <i>Identifying and expressing feelings</i> 2. <i>Managing strong feelings</i> 	<ol style="list-style-type: none"> 1. <i>Self-esteem and unkind comments</i> 2. <i>Strong feelings</i> 3. <i>Romantic feelings and sexual attraction</i> 4. <i>Expectations of relationships/abuse</i>
Changing and Growing	<ol style="list-style-type: none"> 1. <i>Baby to adult</i> 2. <i>Changes at puberty</i> 3. <i>Dealing with touch</i> 4. <i>Different types of relationships</i> 	<ol style="list-style-type: none"> 1. <i>Puberty</i> 2. <i>Friendship</i> 3. <i>Healthy and unhealthy relationship behaviour</i> 4. <i>Intimate relationships, consent and contraception</i> 5. <i>Long-term relationships/parenthood</i>
Healthy Lifestyles	<ol style="list-style-type: none"> 1. <i>Healthy Eating</i> 2. <i>Taking care of physical health</i> 3. <i>Keeping well</i> 	<ol style="list-style-type: none"> 1. <i>Elements of a healthy lifestyles</i> 2. <i>Mental wellbeing</i> 3. <i>Physical activity</i> 4. <i>Healthy eating</i> 5. <i>Body image</i> 6. <i>Medicinal drugs</i> 7. <i>Drugs, alcohol & tobacco</i>
The World I Live In	<ol style="list-style-type: none"> 1. <i>Respecting differences between people</i> 2. <i>Jobs people do</i> 3. <i>Rules and laws</i> 4. <i>Taking care of the environment</i> 5. <i>Belonging to a community</i> 	<ol style="list-style-type: none"> 1. <i>Diversity/rights and responsibilities</i> 2. <i>Managing online information</i> 3. <i>Taking care of the environment</i> 4. <i>Preparing for adulthood</i> 5. <i>Managing Finances</i>

Appendix 2 – White Rose Maths overview

Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW			Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW	
Spring term	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW	Explore 3-D shapes VIEW						
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW	Make connections VIEW	Consolidation VIEW					

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn term	Number Place value (within 10) FREE TRIAL VIEW				Number Addition and subtraction (within 10) VIEW				Geometry Shape VIEW	Consolidation			
Spring term	Number Place value (within 20) VIEW		Number Addition and subtraction (within 20) VIEW		Number Place value (within 50) VIEW		Measurement Length and height VIEW		Measurement Mass and volume VIEW				
Summer term	Number Multiplication and division VIEW		Number Fractions VIEW		Geometry Position and direction VIEW	Number Place value (within 100) VIEW		Measurement Money VIEW	Measurement Time VIEW		Consolidation		

Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW				Number Addition and subtraction VIEW				Geometry Shape VIEW			
Spring term	Measurement Money VIEW		Number Multiplication and division VIEW				Measurement Length and height VIEW		Measurement Mass, capacity and temperature VIEW			
Summer term	Number Fractions VIEW		Measurement Time VIEW		Statistics VIEW		Geometry Position and direction VIEW		Consolidation			

Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW		Number Addition and subtraction VIEW				Number Multiplication and division A VIEW					
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions A VIEW		Measurement Mass and capacity VIEW					
Summer term	Number Fractions B VIEW	Measurement Money VIEW	Measurement Time VIEW		Geometry Shape VIEW		Statistics VIEW		Consolidation			

Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW		Number Addition and subtraction VIEW		Measurement Area VIEW	Number Multiplication and division A VIEW						Consolidation
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions VIEW		Number Decimals A VIEW					
Summer term	Number Decimals B VIEW	Measurement Money VIEW	Measurement Time VIEW		Consolidation	Geometry Shape VIEW		Statistics VIEW	Geometry Position and direction VIEW			

Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW		Number Addition and subtraction VIEW		Number Multiplication and division A VIEW		Number Fractions A VIEW					
Spring term	Number Multiplication and division B VIEW		Number Fractions B VIEW		Number Decimals and percentages VIEW		Measurement Perimeter and area VIEW		Statistics VIEW			
Summer term	Geometry Shape VIEW		Geometry Position and direction VIEW		Number Decimals VIEW		Number Negative numbers VIEW	Measurement Converting units VIEW		Measurement Volume VIEW		

Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW	Number Addition, subtraction, multiplication and division VIEW				Number Fractions A VIEW		Number Fractions B VIEW		Measurement Converting units VIEW		
Spring term	Number Ratio VIEW	Number Algebra VIEW	Number Decimals VIEW	Number Fractions, decimals and percentages VIEW		Measurement Area, perimeter and volume VIEW		Statistics VIEW				
Summer term	Geometry Shape VIEW		Geometry Position and direction VIEW	Themed projects, consolidation and problem solving VIEW								