



Stone Lodge School

Stone Lodge School

Curriculum Policy

Revised Date: February 2024	Curriculum Policy
Next Review: September 2024	Revised by: Kerry Williams

Revised Date: December 2024	1	Curriculum Policy
Next Review: December 2025		Revised by: Kerry Williams

Vision

Stone Lodge School has high aspiration for all our pupils and aims to meet the needs of all learners – helping them discover who they are as individuals, their potential, enjoy success and prepare for the next steps in their life.

All the pupils at the school are referred to the school with a diagnosis of ASC, SEMH and many have experienced trauma. They may also have co-morbid cognition and learning difficulties.

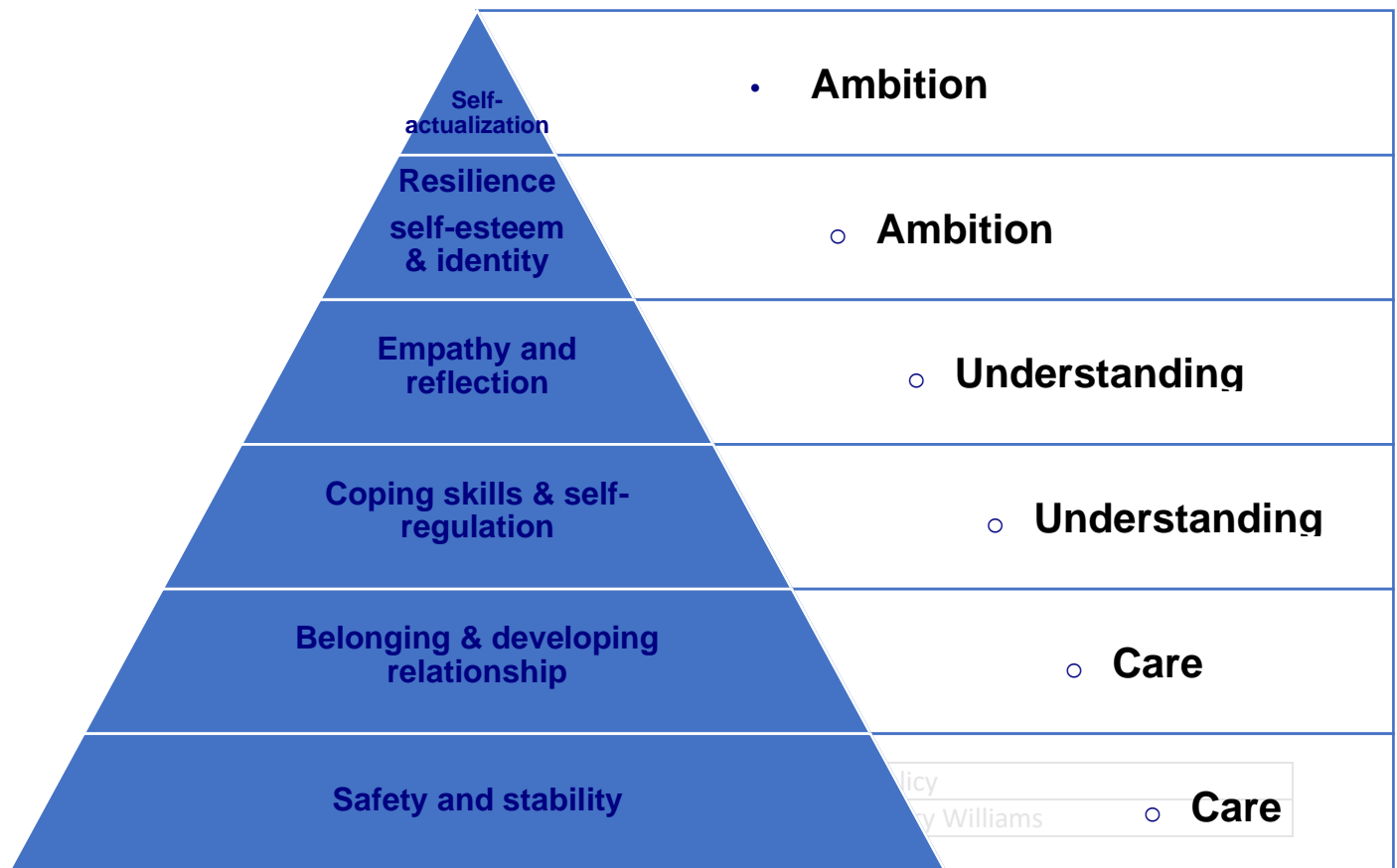
Our curriculum drivers

- **Care:** We care passionately about the children entrusted to us. We recognise that children cannot learn unless they feel safe and supported, and this is achieved through a consistent nurturing approach. The wellbeing of our pupils is the foremost priority of the school, and they are given the same standards of care and education that we endeavour to achieve for all children.
- **Understanding:** All children are unique and those with additional needs and skills more so than others. We believe that diversity should be celebrated, and by achieving a robust understanding of our pupils we can create an empathetic and child focused community, supporting our pupils to understand and value their individuality while we provide a flexible curriculum tailored to meeting their needs as individuals.
- **Ambition:** All children, regardless of early childhood experience, diagnosis or difficulties deserve the opportunity to thrive and achieve their aspirations. Stone Lodge Therapeutic School focuses on removing barriers for our pupils, who are defined as individuals by their potential, determination, skills and character.

The Pyramid of Need Model

This pyramid of need model underpins the journey of every pupil at Stone Lodge and has been developed using our own core values, Kim Golding's pyramid of need and Maslow's hierarchy of need.

We use our pyramid of learning need as a way of meeting and understanding the individual requirements of each pupil. By recognising and regularly monitoring their position on the pyramid, we are able to implement both therapeutic and educational interventions to empower our pupils to achieve their full potential (self-actualization).



Our Curriculum Model

	Stone Lodge Curriculum Model																																
Curriculum Vision and Mission	Stone Lodge School has high aspiration for all our pupils and aims to meet the needs of all learners – helping them discover who they are as individuals, their potential, enjoy success and prepare for the next steps in their life.																																
Our curriculum drivers	Care			Understanding				Ambition																									
Pyramid of Need	Safety and Stability		Belonging & developing relationship			Coping skills & self-regulation		Empathy and reflection		Resilience self-esteem & identity		Self-actualization																					
Whole school approaches	Morbidity careers Further supported by Meas 4 Careers		Skill based curriculum (Skills builder)	Spiritual, moral, social and cultural development British Values	Zones of Regulation and sensory circuits	Attachment and trauma informed	PACE	Healthy Schools Award	Read and Regulate	Smart School Council	Agrow PSHE and RSE																						
Quality First Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="11" style="text-align: center;">ACQUISITION</td> </tr> <tr> <td>Daily Review</td> <td>Present new material using small steps</td> <td>Ask questions</td> <td>Provide models</td> <td>Guide student practice</td> <td>Check for student understanding</td> <td>Obtain a high success rate</td> <td>Provide scaffolds for difficult tasks</td> <td>Independent practice</td> <td colspan="2">Weekly and monthly review</td> </tr> </table>											ACQUISITION											Daily Review	Present new material using small steps	Ask questions	Provide models	Guide student practice	Check for student understanding	Obtain a high success rate	Provide scaffolds for difficult tasks	Independent practice	Weekly and monthly review	
ACQUISITION																																	
Daily Review	Present new material using small steps	Ask questions	Provide models	Guide student practice	Check for student understanding	Obtain a high success rate	Provide scaffolds for difficult tasks	Independent practice	Weekly and monthly review																								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Connect</td> <td style="text-align: center;">Explain</td> <td style="text-align: center;">Example</td> <td style="text-align: center;">Attempt</td> <td style="text-align: center;">Apply</td> <td style="text-align: center;">Challenge</td> </tr> <tr> <td style="text-align: center;">Activate prior learning</td> <td style="text-align: center;">Input vocabulary Explain core concepts</td> <td style="text-align: center;">High quality modeling (My turn)</td> <td style="text-align: center;">Guided practice Gradually release scaffold (Our turn)</td> <td style="text-align: center;">Independent practice Application of new concept (Your turn)</td> <td style="text-align: center;">Deeper understanding Sophisticated thinking</td> </tr> </table>											Connect	Explain	Example	Attempt	Apply	Challenge	Activate prior learning	Input vocabulary Explain core concepts	High quality modeling (My turn)	Guided practice Gradually release scaffold (Our turn)	Independent practice Application of new concept (Your turn)	Deeper understanding Sophisticated thinking										
Connect	Explain	Example	Attempt	Apply	Challenge																												
Activate prior learning	Input vocabulary Explain core concepts	High quality modeling (My turn)	Guided practice Gradually release scaffold (Our turn)	Independent practice Application of new concept (Your turn)	Deeper understanding Sophisticated thinking																												
How do we organise our learning?	Subject specific Learning		Personal Learning		Developing Social Skills, Emotional Resilience and Character		Developing Practical and Occupational Skills		Learning Environment		Opportunities for Wellbeing and Healthy lifestyles																						
	Maths English Science PE IT Humanities Food Studies Creativity PSHE including RSE Careers lessons (Year 9-Year 11)		R & R Movement breaks/sensory circuits Skills builder Music, Therapist Psychotherapist SACT Therapy Assistant Occupational Therapist Sensory Profiles Timetables EPS Educational Profiles		Brick by brick Drawing and Talking Swells of Change School council Forest school Zones of regulation (Zones of Regulation) Team teach Emotional regulation Outdoor education Horse Riding Home grown care farm Fishing		ASDAN Horticulture award Construction Motor Vehicle Land Management Employability Small Animal Care Work Experience Food Studies		Structured breaks SMUG Positive relationships Minimal displays Library area		Weekly visits to the gym Outdoor education Physical Education Wellbeing trips Links to the community Bronze Award for Healthy schools																						
How do we measure impact?	Key stage curriculum outcomes	Gap analysis using PDL in English and Urdu	Fresh start Assessments	Skills builder outcomes	EHCP outcomes	Psychotherapeutic outcome measure	Communication screening	Sensory profiling	Quality Benchmarks	Behavior and exclusion data	Attendance data Individual Zones Plan Accreditation																						
What is the impact?	Pupils to understand who they are as individuals.		Pupils to know their strengths and how to continually develop.			To engage and sustain healthy relationships in all aspects of life			To have a positive view of themselves and build confidence to experience new environment and have high aspirations for their future employment.		To have a wide range of life skills that enable pupils to make informed decisions which allow you to enter into adulthood confidently and successfully																						

Our curriculum aims intend to:

- Pupils to understand who they are as individuals
- Pupils to know their strengths and how to continually develop
- To recognise and sustain healthy relationships in all aspects of life
- To have a positive view of themselves and build confidence to experience new environments and have high aspirations for their future employment
- To have a wide range of life skills that enable pupils to make informed decisions which allow them to enter into adulthood confidently and successfully.

Whole school approaches



Morrisby Careers

Our pupils from Year 9 and Year 11 have a careers lesson once a week. This has rigorous planning and aims to support our pupils with:

- Identifying their strengths and ambitions for the future
- Raise aspirations and support with understanding of qualifications
- Encourage students to achieve their goals and reflect on current targets
- Understanding and experience of different work opportunities

Revised Date: December 2024	3	Curriculum Policy
Next Review: December 2025		Revised by: Kerry Williams

Skills builder

Skills builder is designed to provide a comprehensive skills-based curriculum model to follow alongside and to complement our whole school curriculum model. Skills builder is built around 8 outcome areas.

Listening
Speaking
Leadership
Teamwork
Problem Solving
Creativity
Staying positive
Aiming



Our skills builder programme weekly in discreet skills builder sessions. The skills builder schedule timetables one focus area for each of the eight areas on 2 week rota. Pupils are then assessed in the focus area in order for tutors to plan their next steps.

SMSC

Spiritual Development is promoted in a variety of ways. Religious Education content of PSHE/ RE lessons actively encourages pupils to examine the nature of religion, its beliefs and practices.

All our pupils are encouraged to use their voice to express their views. With the use of Smart Schools council, all pupils are given their say on important school matters.

Pupils are encouraged to reflect upon their own attitudes and values in a range of lessons. In some subjects, notably Art, Music, English, History, Science and Geography pupils explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences allow pupils to develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

Moral Development is promoted across the curriculum such as our strong ethos on reflection; when pupils are ready. Pupils are encouraged to value themselves and others and to explore the influence of family, friends and other sources on moral choices. A key priority relating to pupil moral development is based on all pupils being provided with regular opportunities to reflect on the importance of rights and responsibilities and to develop a sense of conscience.

Social Development and social education is an integral part of the philosophy and ethos of the school. All pupils are encouraged to play a full role in the social life of the school. Across the whole curriculum, we aim to develop pupils' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Year 9 to 11 pupils have weekly careers lessons.

Many aspects of the school and its work contribute to personal and social education. We are building links with our local community; all our pupils have lots of opportunities to go on trips as well as our weekly outdoor education offer to all pupils.

Revised Date: December 2024	4	Curriculum Policy
Next Review: December 2025		Revised by: Kerry Williams

Social Development is promoted through many opportunities for pupils to work together, in a variety of situations, both within and beyond lessons. Pupils have extensive opportunities to take responsibility through activities such as School Council, participation in the whole school Outdoor Learning Programme, work in support of charities, and assisting at school functions and events.

Promoting British Values

Throughout the curriculum staff are actively promoting the fundamental British values. The key areas of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are addressed in both specific lessons in PSHE and humanities as well as being promoted in the general ethos of the school.

With the use of SMART schools council, every child at Stone Lodge has a voice. We believe that every pupil's voice should be heard and involved in making key decisions across our school. We have consciously moved away from using a traditional school council model and have instead decided to invest in Smart School Council.



This pupil lead tool ensures that class meetings can be held simply and quickly across the school and trust pupil can create and drive change effectively. For example, pupils have been involved in discussions and decision making on our school rules, bullying and International Woman's Day.

Pixl

These assessments have identified pupil strengths in the core subjects and their areas for development. This has given our English and Maths teachers a clear understanding of how to support every child in these core subjects. This information is then used to ensure lessons are planned to meet the needs of all learners as well as target specific interventions.



Attachment and trauma informed practice

Our commitment is to adopt a comprehensive school-wide strategy to address the therapeutic needs of our students. Our core values of care, understanding, and ambition, guide us in creating an environment where each pupil can thrive, underpinned by trauma informed approaches.

We provide training for all our staff in trauma-informed Practise, which supports us to look beyond the surface of behaviours and ask, 'What is the need?' rather than 'What is wrong with you?' We rely on evidence-based therapeutic models to gain a deep understanding of our pupils, fostering an environment where they feel fundamentally safe and happy at school and ready to learn.

PACE

Playfulness, acceptance, curiosity, and empathy

The PACE parenting model was created by Dan Hughes, a clinical psychologist. It is a way of thinking, feeling, communicating, and behaving that helps our pupils feel safe. It helps that we promote secure attachments and enable our pupils to reflect on their feelings and behaviours without being judged. All of our staff have received and use a PACE approach, across school.

Revised Date: December 2024	5	Curriculum Policy
Next Review: December 2025		Revised by: Kerry Williams

Developed as part of the Dyadic developmental psychotherapy model by Clinical Psychologist Dan Hughes, PACE, serves as the guiding philosophy to our therapeutic approach and underpins all communication and relationships with our pupils. It encompasses a way of thinking, feeling, communicating, and behaving that prioritises our pupils' sense of safety in relationships, across the school. By promoting secure attachments and creating an environment where reflection on feelings and behaviours is free from judgment, we aim to cultivate a supportive and nurturing atmosphere. All our staff have received PACE training.

Playfulness: We embrace a light-hearted, relaxed, and playful attitude, fostering a sense of connection in our relationships with pupils.

Acceptance: Central to our approach is the acceptance of our pupils for who they are. This understanding helps them recognise, over time, that it is their behaviour, not their inherent worth, that may be deemed unacceptable.

Curiosity: Our commitment to understanding goes beyond surface behaviours. We actively seek to unravel the underlying meanings behind our pupils' actions. Engaging in wonder, we explore the experiences that shape their behaviour, making informed best guesses about their past encounters.

Empathy: At the core of our approach is empathy, a powerful tool that communicates to our pupils that their feelings are not only acknowledged but also valid. This encouragement to express and not suppress emotions is fundamental to fostering positive mental health.

Zones of regulation

The Zones of Regulation is used to provide a common language for our pupils to express and understand their emotions. It encourages the development of self-regulation skills, helping individuals choose appropriate strategies to manage their emotional states based on the zone they identify with at a given time.

Developed by Leah Kuypers, the approach uses four color-coded zones to represent different emotions, each associated with specific strategies to manage and regulate emotions.

Healthy Schools Award

We have signed up for the healthy schools award which will further support us in:

Ensuring all our pupils improve their knowledge, understanding and skills around the benefits of eating well and inspire healthy, balanced food choices.

Enhance the emotional literacy of children and young people, improve their resilience and optimise their wellbeing.

- Support the enjoyment and knowledge of the benefits of movement to increase physical activity.

Enrich young people's opportunities to learn about personal, social, health and economic education (PSHE), including relationships and sex education (RSE)



Read and Regulate

Every child's day starts with an individual read and regulate folder. These folders are for pupils to discuss their day, their current zone linked to the zones of regulation and how they can be further supported to access their day. These folders also have every child's short term individual targets linked to their EHCP outcomes. In the

Revised Date: December 2024	6	Curriculum Policy
Next Review: December 2025		Revised by: Kerry Williams

read part of these sessions, pupils are beginning to interact with texts in a variety of ways: books, audio books, film subtitles. In these sessions all pupils have access to a smart tablet and access our Accelerated Reader programme.

Jigsaw

We deliver the Jigsaw programme of study. This has been designed as a whole-school approach, allowing consistency across all key stages. Lessons meet statutory RSE requirements, whilst placing an emphasis on mental health and resilience.

Jigsaw is organised on a half termly basis with 6 key areas in every year group:

- Autumn Term 1: Being in my World
- Autumn Term 2: Celebrating difference
- Spring Term 1: Dreams and Goals
- Spring Term 2: Healthy Me
- Summer Term 1: Relationships
- Summer Term 2: Changing Me

Every lesson focuses on 2 learning intentions- one that reflects PSHE knowledge and skills and the second intention covers social skills/emotional literacy focus.

Quality First Teaching

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive load theory, and are designed to give direct links from research into practice.







This method of instructional teaching is aimed to further support all our pupils to access to their lessons across the curriculum.

Rosenshine's 10 Principles of Instruction are:

- 1 - Begin a lesson with a short review of previous learning
- 2 - Present new material in small steps with student practice after each step
- 3 - Ask a large number of questions and check the responses of all students
- 4 - Provide models
- 5 - Guide student practice
- 6 - Check for student understanding
- 7 - Obtain a high success rate
- 8 - Provide scaffolds for difficult tasks
- 9 - Require and monitor independent practice
- 10 - Engage students in weekly and monthly review

Revised Date: December 2024	7	Curriculum Policy
Next Review: December 2025		Revised by: Kerry Williams

To further support staff and our pupils with this pedagogy, all lessons apart from PE, Creativity, IT, PSHE and careers have the following structure.

Connect 	Explain 	Example 	Attempt 	Apply 	Challenge 
Activate prior learning	Instruct vocabulary Explain core concepts	High-quality modelling Explicit direct instruction (My turn)	Guided practice Gradually reduce scaffold (Our turn)	Independent practice Application of new concept (Your turn)	Deepen understanding Sophisticate thinking

School Day Timings



8.50am – Regulation/Tutor time

9.15am - P1

10.05am - P2



10.55am – 11.10am Break



11.10am - P3

12.00am - P4

12.50pm – 1.10pm – Lunch



1.10pm – P5

2.00pm – P6

2.50pm – Reflection of the day



How do we measure impact?

- Key stage curriculum outcomes
 - Gap Analysis using Pixl
 - Freshstart assessments
 - Accelerated Reader
 - Skills Builder outcomes
 - EHCP outcomes
- Psychotherapeutic outcome measure
 - Communication screening
 - Sensory profiling
 - Gatsby Benchmarks
 - Behaviour and exclusion data
 - Attendance data
 - Accreditation

Revised Date: December 2024

8

Curriculum Policy

Next Review: December 2025

Revised by: Kerry Williams

– Individual zones plans

Post 16

The school is registered for pupils up to the age of 17. This is because the school anticipates that it will take several KS4 pupils who have missed substantial amounts of education. This would allow (if it is agreed with the local authority) for pupils to repeat a year of education, should that be in their best interests. It will also allow the school to gradually transfer Year 12 pupils over the autumn term into college, providing support for the pupil's mental health needs at what can be a stressful time.

Qualifications

The qualification structure allows pupils to build confidence, recognising that many pupils have missed a large amount of school and may have a negative self-image of themselves as learners. Pupils have a clear, stepped progression starting with Entry Levels, then Functional Skills and finally GCSEs. This works at their pace however generally Entry Level English, Science and maths are completed in KS3, Functional Skills L1 in Year 9 and 10 and GCSEs in KS4. BTECs and L1 and L2 vocational qualifications are completed in KS4. These qualifications are skills based and so they allow pupils to achieve them without narrowing the curriculum. This builds confidence, allows them to change their self-perception and gives them the chance to celebrate success.

What qualifications we offer at Stone Lodge School

AQA

GCSE

English Language

English Literature

Mathematics

ASDAN

Entry Level Diploma

Life Skills

Pearson/BTEC

Functional Skills

English

Mathematics

Home Cooking Skills

Pearson/BTEC

GCSE

Art and Design

Cambridge

IGCSE

Combined Science

College Placements and Alternative Provision

The rationale for college placements is to provide extended learning opportunities and personal development, to encourage new relationships and friendships, to experience new learning environments, to access appropriate learning for individual needs and to encourage lifelong learning.

All Year 10 & 11 pupils have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathway. To provide what the pupil wants and give them

Revised Date: December 2024	9	Curriculum Policy
Next Review: December 2025		Revised by: Kerry Williams

valuable experience and qualifications pre 16 the school commissions alternative providers. Please note these are robustly checked for quality, outcomes and safeguarding. Often staff will accompany the pupils.

Work experience

Due to the nature of our pupils, it is difficult to organise whole school work experience. Individual work experiences take place,. A balance between the benefits of the work experience for the pupil and the missed curriculum time is always taken in to account. All work experiences are appropriately risk assessed – including safeguarding - as is the pupil’s suitability for the placement.

Personal Development

A primary aim of the curriculum that is offered at Stone Lodge School is to maximise the development of each individual, to become successful learners, confident individuals and responsible citizens. Personal development therefore is identified as the key in all areas of the school. Personal and social development is at the centre of a therapeutic community in all settings. This is delivered overtly in the PHSE lessons, but is also woven through all the curriculum offers. In all that the school offers, the key is to provide for the support and challenge that meet individual interests and aspirations. The school strives to ensure that young people leave equipped with the knowledge, understanding, skills and attitudes to cope with life in the wider world. In particular to establish positive relationships, meet the demands of employers and to be able to live safe and healthy lifestyles.

Life skills and out of School Experiences

Planned, structured experiences for learners outside of the classroom and school environment add to each individual’s overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include outdoor educational trips and also curriculum related visits and activities. These also feature as part of the educational experience through all learning phases and are supported by English, humanities, science and art departments and also through the delivery of life skills, catering and Duke of Edinburgh awards.

We ask all subject leads to plan life skills and school experiences into their planning to further support pupils understanding of the curriculum coverage.

Gifted and talented Pupils

A small number of pupils display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all staff to identify such pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work, which genuinely stretches such pupils, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams and organisations. Opportunities to celebrate such success include commendations in school assembly, letters of acknowledgement sent to parents and carers and records held in pupils’ records of achievement. Pupils who are identified as high achievers in the transitional phase are assessed on their readiness to begin studying their GCSE and NCFE courses early. If they are deemed ready to begin these, then they may be placed into an appropriate Y10 class to begin their studies. High achieving pupils will also be provided with additional intervention to support their progression and support positive outcomes.

Schemes of Work and Lesson Planning

Each subject leader is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. All teaching staff follow

Revised Date: December 2024	10	Curriculum Policy
Next Review: December 2025		Revised by: Kerry Williams

these schemes of work and subject leaders monitor their delivery. Schemes of work set out how the content of the course is structured, so that pupil's skills, knowledge and understanding are developed progressively, and how the teaching is organised.

All teachers are asked to think carefully about their lesson content and how they will ensure their practice will reflect Rosenshine's Principles of Instruction and the connect, explain, example, attempt, apply and challenge structure. The school's scheme of work format supports this pedagogy and teachers use it as a tool to support their lesson planning.

All schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment.

Equality of Opportunity

All subject leaders are aware of and plan accordingly to the Whole School Equal Opportunities policy. They also should actively promote quality of opportunity in the curricular work of the subject. As a School we regularly explore the range of opportunities available to ensure that all curriculum areas engage pupils by showing respect for their cultural and personal identities. The SENCO will advise staff in devising appropriate teaching programmes for any learner who requires additional support in order to successfully access the curriculum.

Appendix 1

Fig 2: The combined model of integration:

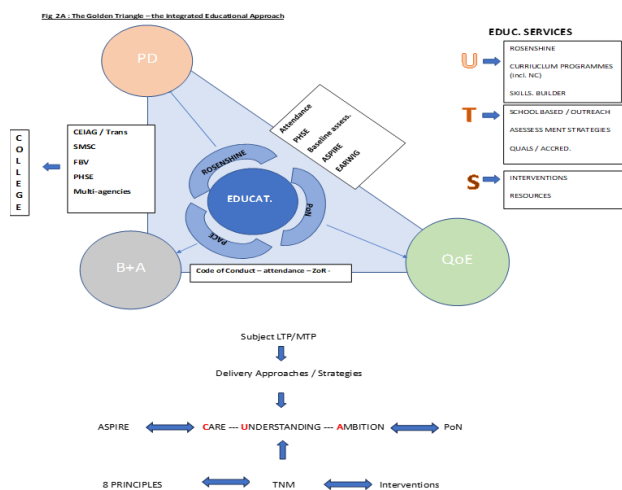


Fig. 2b - The Golden Triangle – the Integrated Clinical Approach

