

### Grove School Curriculum and Pedagogy

We are a happy, safe and supportive school where everyone is equally important and nurtured to thrive and to have a voice. We work with our families and learners to develop each individual to be as prepared as possible for adulthood and for the learners to be aspirational for their future. Our ethos is based upon enabling pupils to be ambitious and capable learners, enterprising and creative contributors and healthy, confident individuals.

We use the information from the National Curriculum, when appropriate to ensure that our termly themes reflect the knowledge and skills required by learners, are up to date and that they challenge each individual learners.

At the Grove School, the learners follow personalised curriculum pathways that are differentiated according to their potential, progress and ability level. This also ensures that pupils engage in learning physically, socially, emotionally and intellectually and that they develop a knowledge of themselves as a learner, through our work on Metacognition and Self-regulated learning.

This personalised approach aims to meet the needs of all learners: to be flexible and responsive; provide breadth and depth; secure the best possible outcomes for all learners. This flexibility and personalised approach in the curriculum allows staff to respond to individual circumstances and learner's needs throughout their learning journey.

As can be seen from the flowchart, the Grove Curriculum aims to meet the needs of all learners by providing different pathways for progression and personal learning and ensuring that all children in the school have equal opportunities and equal access to a breadth of not only knowledge and skills, but life skills too. These over-arching themes are paramount within each individualised curriculum that the learners may follow in their learning. These pathways may not always be in a linear fashion and learners may move from one curriculum path to another.

Learning is broken down into small steps and scaffolded by staff who know the individual's curriculum extremely well and are able to support and scaffold as and when needed. Each learner may learn in a linear way at times but we also encourage lateral learning that ensures depth of knowledge before moving on.

As the curriculum progression is so personalised to the needs of our children, we can ensure that it is accessible, flexible, challenging, exciting, fun, meaningful and inclusive. This may be through a life skills focus and/or academic focus. With the complex learning and behaviour needs of our children, we can be certain that the needs of the individual are central and that each child can progress to the best of their ability. As children move throughout the school, we aim to give them the opportunity to: develop academically, socially, emotionally and behaviourally; increase their level of independence; prepare them to be resilient and fulfilled young adults.

The curriculum takes into account the need for a sensory approach for some learners and is developed in a multi-professional way with all staff who support the learner, which may include a Speech and Language Therapist and/or an Occupational Therapist. This enables us to develop a curriculum that also supports the learner's emotional well-being ensuring that they are ready to learn and therefore make the best progress possible.

Please click on the links below to explore the curriculum in more detail.

[Statutory framework for the Early Year's Foundation Stage](#)

[Equals scheme of work](#)

[MAPP](#)

[National Curriculum](#)

[Chris Quigley](#)

[ASDAN](#)

[Business and Enterprise](#)