

Curriculum Policy



RENAISSANCE EDUCATION
Specialist Therapeutic Schools



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1. Purpose and Aims

Maple House School provides a broad, balanced and ambitious curriculum that meets the individual needs of all pupils. Our curriculum is rooted in the school's four core values, which are explicitly taught, modelled and reinforced through daily practice:

- **Kind** – developing empathy, compassion and positive relationships
- **Respectful** – valuing ourselves, others and the world around us
- **Hardworking** – building perseverance, resilience and pride in achievement
- **Safe** – creating emotional and physical safety so pupils can learn and thrive

Our curriculum is designed to:

- Secure strong academic, social, emotional and functional outcomes for every pupil
- Be age-appropriate while responsive to individual starting points and needs
- Support pupils to build confidence, independence and resilience
- Prepare pupils for the next stage of education, employment and adult life

Learning is personalised through baseline assessment, EHCP outcomes and ongoing review. Pupils are taught individually, in small groups and within the community to support generalisation of learning and real-life application.

2. Legislation and statutory requirements

This policy reflects the requirements of:

- Independent School Standards (ISS) Regulations 2019
- Special Educational Needs and Disability Code of Practice (2014)
- Equality Act (2010)

The school provides experience across linguistic, mathematical, scientific, technological, human and social, physical and creative education.

3. Our School Context

Maple House School supports pupils with a range of needs including Autism Spectrum Conditions, ADHD, Social Communication Difficulties and Social, Emotional and Mental Health needs. Many pupils have experienced disrupted education, trauma or school avoidance.

Our approach is therapeutic, relational and nurturing. We recognise that progress is strongest when pupils feel safe, understood and supported. The curriculum is therefore flexible, responsive and tailored, rather than one-size-fits-all.

4. Curriculum Principles

Our curriculum is underpinned by the following principles, which align directly with the Maple House School values of **Kind**, **Respectful**, **Hardworking** and **Safe**:

- High expectations (**Hardworking**): All pupils are capable of progress from their starting points and are supported to persevere and take pride in their achievements

- Personalisation (**Kind**): Learning is shaped by EHCP outcomes, PLPs and assessment, recognising the individuality of every pupil
- Inclusion (**Respectful**): All pupils access a broad and balanced curriculum that values difference and promotes equity
- Holistic development (**Safe**): Academic learning is integrated with wellbeing, communication and life skills so pupils feel emotionally and physically secure
- Real-world relevance (**Hardworking** and **Respectful**): Learning is meaningful, purposeful and transferable beyond school
- Therapeutic integration (**Safe**): Education and therapeutic support work together to remove barriers to learning

5. Our Curriculum Model:

What is CUSP?

Maple House School has adopted **CUSP (Curriculum with Unity Schools Partnership)** as the core curriculum model in Key Stages 1, 2 and where appropriate Key Stage 3.

CUSP is a knowledge-led curriculum underpinned by evidence-informed pedagogy. It is designed to ensure pupils:

- Know more and remember more over time
- Build knowledge cumulatively and coherently
- Develop secure vocabulary and conceptual understanding

CUSP Pedagogical Approach

Across the school, teaching through CUSP is characterised by:

- Carefully sequenced learning that builds cumulatively
- Explicit teaching of tiered vocabulary
- Retrieval practice to strengthen long-term memory
- Spaced and interleaved practice
- Clear end points and defined outcomes

CUSP provides clarity about what pupils need to know and when, while allowing flexibility in how learning is delivered to meet individual needs.

Adapting CUSP at Maple House School

CUSP is implemented in a way that reflects our specialist context:

- Content is prioritised and adapted without diluting ambition
- Learning is broken into small, manageable steps
- Teaching approaches are adjusted to account for sensory, communication and emotional needs
- Knowledge is reinforced through practical, therapeutic and real-world experiences

CUSP sits alongside personalised targets, therapeutic interventions and functional learning to ensure pupils can access, retain and apply knowledge. White Rose is used in Maths across all phases of the school to ensure we are building from the foundation upwards and instilling key knowledge to help learners progress.

In Science, CUSP is used at primary level and then built on through White Rose into the secondary phase where content is scaffolded and revisited where applicable.

6. Curriculum Intent, Implementation and Impact

Intent

Our curriculum intent is to develop pupils who live out the Maple House values in their learning and daily lives. We aim to develop pupils who:

- Understand themselves, their strengths and their emotions (**Kind, Safe**)
- Can work positively with others and build trusting relationships (**Kind, Respectful**)
- Are resilient, motivated and proud of their efforts (**Hardworking**)
- Are curious about, and engaged with, the wider world (**Respectful**)

These intentions are articulated through three curriculum drivers:

1. **A Sense of Self** – confidence, wellbeing, independence and ambition
2. **A Sense of Others** – relationships, collaboration, empathy and inclusion
3. **A Sense of the World** – citizenship, cultural capital and real-life application

Implementation

The curriculum is implemented through:

- CUSP programmes of study in KS1, KS2 and KS3 (where appropriate)
- White Rose in Maths all through and secondary science
- Planned and implemented by subject specialists in the secondary phases
- National Curriculum, Functional Skills, vocational and GCSE pathways
- Integrated therapeutic support including THRIVE, SALT, OT and wellbeing interventions
- Personal Development programmes including PSHE, Active Citizens and Life Skills
- Adapted teaching, flexible grouping and responsive planning
- **All subjects follow the Six-Phase Lesson Structure:** Content, Explain, Example, Attempt, Apply, Success.

Reading is prioritised across the school, with daily explicit reading instruction. Phonics, fluency and comprehension are systematically taught and assessed.

Medium term planning for subjects include British values and SMSC opportunities as well as careers and opportunities for work skills alongside our Skills Builder hub.

Impact

The impact of the curriculum is evidenced through pupils consistently demonstrating the Maple House values alongside academic and personal progress. This includes:

- Progress from individual starting points through sustained effort (**Hardworking**)
- Improved communication, confidence and self-regulation (**Kind, Safe**)
- Positive relationships with peers, staff and the wider community (**Respectful**)

- Increased engagement, attendance and readiness to learn (**Safe**)
- Secure knowledge retention and application in a range of contexts (**Hardworking**)
- Successful transitions to further education, training or employment as confident, respectful young people

7. Curriculum Structure and Pathways

Pupils access a curriculum appropriate to their key stage and individual needs. Pathways are flexible and responsive, not age-restrictive.

The curriculum includes:

- English, Mathematics and Science
- Humanities and Religious Education
- PSHE and RSE
- Physical Education and Outdoor Learning
- Computing and ICT
- Creative Arts and Design Technology
- Life Skills, Careers and Vocational Learning
- Therapeutic and wellbeing provision

8. Inclusion and Equality

Inclusion is a practical expression of our values of **Kind** and **Respectful**. The curriculum is adapted to meet individual needs while maintaining ambition and high expectations (**Hardworking**). Teachers plan carefully to remove barriers to learning and ensure pupils feel emotionally and physically **Safe**.

Teachers ensure access for pupils with:

- SEN
- Low prior attainment
- Social, emotional or communication needs
- EAL

Personalised Learning Plans and Positive Behaviour Support Plans guide provision and are reviewed regularly.

9. Assessment and Monitoring

Assessment is ongoing and proportionate. Progress is monitored through:

- Baseline and formative assessment
- EHCP outcome tracking
- Work scrutiny and lesson observation
- Termly reporting to parents/carers

The curriculum is reviewed and adapted in response to pupil need and impact.

10. Roles and Responsibilities

- Advisory Board: Oversight of curriculum intent, implementation and impact
- Headteacher: Strategic leadership and statutory compliance
- Teachers and Support Staff: Effective delivery and adaptation of the curriculum

11. Review and Linked Policies

This policy is reviewed annually and links to:

- Assessment Policy
- SEN Policy and Information Report
- Equality Information and Objectives
- RSE Policy
- Online Safety Policy
- Examinations Policy

This curriculum policy reflects Maple House School's commitment to high ambition, inclusion and coherence through the implementation of the CUSP curriculum model.