



Willow Grove - Curriculum Rationale

Rationale

- At Willow Grove Primary School we adopt high-quality, evidence-based commercial schemes that are carefully adapted to meet the complex needs of our pupils. For example, White Rose Maths, Read Write Inc, Jigsaw, Teach Computing, Grammarsaurus, Classroom Secrets and Sing Up. These schemes have been carefully chosen to provide a consistent, coherent backbone for curriculum planning while allowing our teacher's expertise and specialist SEND adaptations to personalise learning.
- The use of proven commercial programmes ensures robust sequencing and progression: units are organised so essential knowledge and skills build logically year-on-year, reducing gaps that commonly arise from disrupted prior education. Where gaps exist, schemes enable targeted pre-teaching and revisiting of foundational knowledge.
- The adapted curriculum prioritises basic skills (reading, oracy, phonics where appropriate, early number and functional mathematics) because these are essential for our pupils' cognitive readiness, independence and access to wider learning. Our schemes provide structured practice and assessment opportunities to secure fluency and retention.
- Schemes are chosen for their evidence base, clarity of learning outcomes, teacher support materials and formative assessment tools. This increases consistency of high-quality delivery across classes and facilitates effective CPD for staff to develop expertise in teaching pupils with social, emotional and mental health (SEMH) needs.
- The curriculum is intentionally aspirational: schemes are adapted to ensure that all pupils encounter ambitious content pitched to stretch learning within their zone of proximal development and supported by scaffolds (visuals, reduced cognitive load tasks, multi-sensory approaches). Expectations are high for knowledge acquisition, skill development and personal progress towards EHCP outcomes.
- Enrichment and personal development are integrated: schemes are complemented with purposeful experiences (trips, outdoor education, swimming) and therapeutic/trauma-informed approaches (The NEST, sensory breaks) to broaden experience, build resilience and social skills and make knowledge meaningful.
- Adaptations ensure cultural relevance and promotion of British values, anti-discriminatory practice and the school values "Be Safe, Be Kind, Be Positive." Teaching materials are screened and adjusted to foster inclusion, respect and civic understanding.
- Structured play is incorporated into the beginning of the school day to ensure that children are regulated and ready to learn.



How this meets the requirements of the National Curriculum

- Coverage and balance: The selected schemes, when adapted and mapped, cover the statutory content and programmes of study of the National Curriculum where applicable, and are supplemented to ensure full entitlement in all key subjects and statutory areas (including SMSC, RSE and computing as appropriate).
- Sequencing and progression: Schemes provide scope and sequence documents which are cross-referenced to National Curriculum objectives to ensure alignment so pupils develop progressively from KS1 to KS2.
- Time allocation and statutory provision: Class timetables demonstrate appropriate curriculum time for core and foundation subjects, and adaptations ensure statutory local requirements are met where relevant to our learners' needs.
- Assessment and accountability: The schemes' formative and summative tools are adapted into the school's assessment framework to track acquisition of National Curriculum knowledge and skills, inform EHCP objective progress and prepare eligible pupils for statutory assessments with reasonable adjustments.

Why this approach is appropriate for Willow Grove Primary School pupils

- Specialist needs: All pupils hold EHCPs; many arrive with disrupted education and gaps in reading and core knowledge. A structured, evidence-based scheme reduces teacher workload while providing reliable scaffolds, clarity of outcomes and consistency that benefits pupils who need predictability and explicit instruction.
- Trauma-informed delivery: Schemes are adapted with trauma-informed pedagogy (regulated routines, safe transitional activities, sensory supports) and link to The NEST and sensory provision to support emotional regulation during learning.
- Flexibility for individualisation: Commercial programmes provide a consistent core; teachers personalise content, pace and resources (small steps, multi-sensory learning, alternative recording methods) to meet EHCP targets and enable pupils to work toward functional outcomes for adulthood.
- Raising attainment and readiness: The approach targets basic skills deficits and ensures cumulative knowledge so pupils are better prepared to access KS2 expectations and, where relevant, statutory assessments with appropriate support.



How this is aspirational for our learners

- Ambitious curriculum aims for knowledge depth and transferable skills. Schemes are adapted to include challenge tasks within a scaffolded model so pupils can achieve beyond baseline expectations.
- The curriculum sets individualised, high expectations in EHCP outcomes and academic targets; progress is measured against personalised trajectories as well as whole-school benchmarks.
- Enrichment and leadership opportunities (Student Leadership, Connections Through Interests) embedded within curriculum/school day delivery provide aspirational routes for personal and social achievement.

Whole School Aims

- To provide a coherent, sequenced, evidence-based curriculum that secures core knowledge and basic skills for all pupils so they gain functional independence and improved life outcomes.
- To personalise learning from a high-quality common framework so each pupil achieves their EHCP objectives and reaches aspirational academic and personal targets.
- To deliver teaching through trauma-informed practice that promotes emotional regulation, safety and readiness to learn, reflecting the school values: Be Safe, Be Kind, Be Positive.
- To ensure curriculum delivery develops knowledge, skills and understanding while promoting British values, equality and community engagement.
- To integrate enrichment and therapeutic experiences so learning is meaningful, restorative and broadens pupils' horizons.

Link to the school's vision statement

- “Be Safe, Be Kind, Be Positive” underpins curriculum intent: safety is achieved through predictable structure and therapeutic supports; kindness is modelled and taught through PSHE, community engagement and restorative practice; positivity is fostered by high expectations, celebration of progress and aspirational learning pathways.

Subject Vision (whole-school perspective)

Why we teach subjects through adapted, evidence-based schemes

- To ensure every subject contributes to cumulative knowledge, transferable skills and personal development in ways that are accessible to pupils with SEMH needs.
- Subject intent: pupils will acquire essential knowledge and procedural skills in each subject that are sequenced, revisited and applied in increasingly complex



contexts; they will learn to communicate, problem-solve and function independently.

- For core subjects (English, mathematics, science), the intent is explicit: close gaps in prior learning; develop fluent basic skills; build domain-specific vocabulary and conceptual understanding; apply learning to real-world and community contexts.
- For foundation subjects, the intent is to expose pupils to a broad, balanced curriculum that builds cultural capital, enriches experience and develops resilience, creativity and citizenship.
- Alignment with improvement priorities: subject visions prioritise basic skills, trauma-informed pedagogy, quality first teaching, staff development and robust subject leadership so that leaders can check curriculum delivery and close the gaps identified by Ofsted.

Communication with Stakeholders

Key methods and messages

- Curriculum maps and intent statements: publish clear, accessible curriculum intent and progression maps on the school website and in staff/parent summaries. These should show how commercial schemes map to National Curriculum objectives and EHCP outcomes.
- Parent/carer information: Class and curriculum pages on our website/DoJo information explaining how schemes work, how parents can support reading and maths at home, and the rationale for trauma-informed adaptations. Curriculum information is shared with parents/carers half termly.
- Pupil-friendly communication: working walls and learning journeys displayed in classrooms and shared with pupils to foster ownership and motivation.
- Staff communication and CPD: structured CPD programme and subject leader training focused on scheme adaptation, trauma-informed pedagogy and curriculum monitoring; protected time for subject leaders to conduct deep dives and feedback to governors.
- Governor and LA reporting: termly curriculum reports that include evidence of coverage, adaptations for SEND, assessment outcomes and resource needs to support funding applications.
- Multi-agency communication: ensure therapists and external professionals have access to curriculum aims to align interventions with classroom learning.
- Use of assessment feedback: share termly progress reports with families that link learning to EHCP targets and celebrate small, cumulative steps to build confidence and attendance.
- Accessibility: materials translated or presented in alternative formats for families with specific communication needs, when requested.



Relevant considerations from inspection feedback

- Emphasise transparency in how leaders check curriculum delivery and identify the knowledge to be taught (see next section).

Addressing Inspection Feedback

Inspection points to address:

- 1) “In a small number of subjects, leaders have not ensured that the specific knowledge pupils should learn is clearly identified.”
- 2) “In a few subject areas, subject leaders do not conduct sufficiently detailed checks to ensure that the curriculum is delivered as intended.”

How this rationale resolves those points

- Clear identification of specific knowledge: For every subject we will use knowledge organisers and progression documents derived from commercial schemes and adapted to school context. These will state the precise substantive knowledge, vocabulary and procedural skills to be taught in each unit and year group, and will be cross-referenced to National Curriculum objectives and EHCP outcomes.
- Curriculum coverage audits: Subject leaders will complete mapped audits demonstrating where National Curriculum objectives and essential knowledge are taught, where pre-teaching is required, and how content is revisited to secure retention.
- Strengthened subject leadership and monitoring: We have developed a subject monitoring cycle (termly) that includes lesson visits, work scrutiny, pupil voice (including understanding of learning), and evaluation of assessment data. Findings will be logged in subject leader reports with clear actions and evidence of impact.
- CPD for subject leaders: Targeted training on curriculum design, sequencing, interpreting assessment data and evidence-based adaptation will enable leaders to be confident in ensuring intent is enacted.
- Use of commercial scheme diagnostics: Where schemes include assessment tools, subject leaders will integrate these with school assessment to highlight gaps and inform focused intervention or reteach sessions.
- Reporting to governors: Subject leader monitoring reports addressing the exact knowledge to be taught, how it is adapted for SEMH pupils, and evidence of enacted delivery will form part of regular governance reporting to demonstrate sustained improvement.
- Practical checks: Install simple, consistent formats for teachers to record where key knowledge has been taught and assessed (e.g., Insight, Boxhall) so subject leaders can rapidly evaluate coverage and progression.
- This approach increases leadership capacity for teaching and learning (Priority 1), improves teaching quality and attainment through structured monitoring and



CPD (Priority 3), and supports a trauma-informed, consistent curriculum delivery that reduces behavioural disruption (Priority 2).

Our Curriculum summary

Willow Grove's curriculum rationale combines the strengths of high-quality commercial schemes with appropriate adaptation for SEMH needs and trauma-informed delivery. It ensures statutory coverage, sequenced progression and aspirational outcomes for all pupils, while directly addressing the areas identified by Ofsted through strengthened intent documentation, subject leadership and monitoring. The curriculum is outward-facing (enrichment, community engagement, British values) and inwardly coherent—supporting staff wellbeing, improving teaching quality and securing better academic and personal outcomes for our pupils.