

The **GALLERY TRUST**



A community of special schools



Bloxham Grove
ACADEMY

Curriculum Policy

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Introduction

Bloxham Grove Academy is a special academy for children and young people, up to the age of 18, with complex special educational needs and disabilities. All of our students are individuals and we pride ourselves on taking a personalised approach to their provision. Students have Education, Health and Care Plans (EHCPs) and our area of expertise supports students with Moderate Cognition and Learning Difficulties, Autism and/or Social Emotional and Mental Health needs. All of our students have some form of cognition and learning needs.

Our students also have a wide range of secondary special educational needs including;

- Social Emotional and Mental Health needs
- Communication and Interaction needs
- Sensory and/or Physical needs

We are situated in Bloxham Village, approximately 3 miles outside Banbury and our vision is to support the needs of students who live in North Oxfordshire.

The Academy currently has 77 students on roll and we will gradually increase our student numbers over the coming years. When full, Bloxham Grove Academy will have approximately 120 students on roll between the ages of 7 to 18, with students in Key Stages 2, 3, 4 and 5.

All our students are encouraged to fulfil their academic potential through a creative and engaging curriculum. This ensures that all our students are encouraged, valued and respected.

We are a member of The Gallery Trust, a special multi-academy trust based in Oxfordshire. The Gallery Trust is dedicated to providing outstanding education and support for children and young people with SEND.

This curriculum policy exists to ensure that pupils, parents and staff have a clear guide as to our aim for an outstanding curriculum offer for all our pupils at Bloxham Grove Academy.

Bloxham Grove Academy's Curriculum

Students at Bloxham Grove Academy receive an ambitious, innovative, and purposeful education which is delivered via a broad and balanced curriculum. This curriculum is designed to give students the opportunities they require to learn new skills in a targeted and structured way whilst also allowing them to benefit from an individualised and personalised pathway.

Our desire is for our students to reach their maximum potential through high standards in teaching, learning and leadership. The caring, inclusive learning environment at

Bloxham Grove Academy, where everyone is valued and respected, prepares our students to become valuable members of the wider community by:

- developing a love of learning inspired by quality teaching
- building and developing individuals strengths and talents
- working for the highest standards of achievement in a stimulating environment
- providing a safe and supportive environment in which resilience and independence is nurtured
- developing a deeper level of learning and providing a curriculum which enables students to live independently and become active citizens of the future
- encouraging staff to be committed to their own learning journey and through the sharing of quality practice
- endeavouring to be a centre for outstanding teachers, where quality teaching and leadership is extended to professionals supporting students with SEND needs in other schools

Bloxham Grove Academy: Fundamentals

To ensure our students have a rich and purposeful educational experience, three fundamentals run through our provision:

- 1. Cultural Capital:** we aim for our students to be exposed to the best that has been thought, said and created. As such, we aim for culture to be brought into the school as well as planning rich experiences to learn outside of the classroom
- 2. Personal Development:** we aim to give our students lots of opportunities to foster independence and to have workplace readiness including having effective social interactions and confident life skills
- 3. Being Active and Healthy:** we aim for our students to learn how to be active and healthy young people who are given lots of opportunities to learn outside the classroom

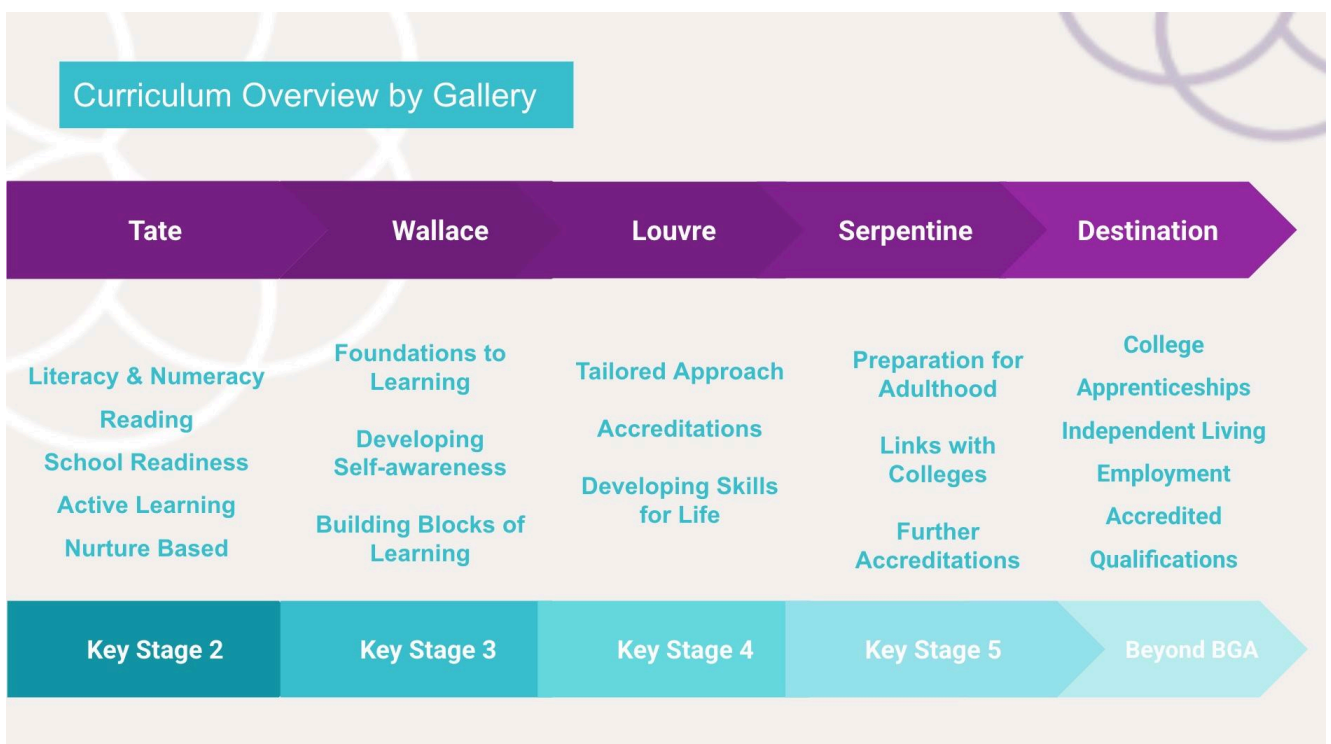
Curriculum organisation

We recognise that equality is not always about inclusion and that sometimes equality is about changing the approach according to the needs of our students. A traditional curriculum model with discrete subjects taught across the week does not suit our learners with their complexity of individual needs. This model does not provide sufficient time and opportunity to rigorously tackle individual teaching programmes with sufficient frequency for our learners to embrace new skills.

Instead, our learners benefit from a deeper learning model.

Our curriculum is based on a connective curriculum which is designed and implemented to build on prior knowledge and prepare students for the next stage of their education. Lessons are engaging, inspiring, and appropriately individualised, enabling students to achieve or indeed exceed their potential. Our core curriculum provides daily opportunities for individual and group learning in English, beginning with Nessy Learning synthetic phonics programme to support reading and writing; mathematics, through the Maths for Life programme; and with students working towards outcomes of their Education, Health and Care Plan (EHCPs).

When at capacity Bloxham Grove Academy will have students on roll between the ages of 7 to 18 and will deliver exceptional learning experiences to students across the Key Stages 2, 3, 4 and 5. The Key stages are referred to as Galleries, with each Gallery having a clear focus for students' development.



Tate Gallery - KS2 years 3, 4, 5 and 6

Tate Gallery's curriculum comprises a thematic approach to curriculum coverage to provide a meaningful context for the development of students' basic skills, knowledge and understanding, whilst delivering the relevant National Curriculum requirements. This ensures a broad and varied curriculum that remains interesting and stimulating for all our students. Each term the Gallery follows the model of the KS2 curriculum with a focus on chronological study when working around an agreed focus, question or theme, e.g. 'How did the Romans influence life in Britain?' and meaningful skills and concepts are identified from four subject areas to encourage links with The National Curriculum, providing students with enrichment activities such as educational visits, onsite workshops and topic-linked visitors.

The Tate connective curriculum comprises the following subjects:

- Humanities
- Religious Education
- Science
- PSHE, including Relationships and Sex Education
- Music

Subject	Number of lessons
Phonics/English	4
Numeracy	4
Connective curriculum (CC): <i>geography, history, science, religious education, and music</i>	4
PE	3
PSHE: <i>including Sex and Relationship Education</i>	1
Art	2
Cooking	2
Computing	1
Outdoor Learning	2
End of week celebration	1
	24

The class teachers teach phonics, English, and mathematics as discrete subjects. We have specialist PE, art and cooking teachers who teach their subjects for two hours a week.

We are fortunate to be situated in a rural setting and our weekly Learning Outside of the Classroom lessons embrace our location by providing students with formal and recognised Forest School provision for all students as well as accessing a local farm for land-based studies. Teachers also plan opportunities for students to use our vast outdoor space and the local area to learn outside whenever possible.

Tate Gallery offers a supportive and nurturing environment to our youngest students whilst focusing on school readiness, behaviours for learning and socialisation skills.

Wallace Gallery - KS3, years 7, 8 and 9

Similarly to Tate gallery, Wallace Gallery also adopts a connective curriculum approach to coverage, continuing to build on skills covered in Tate with a more independent

structure. Each term the gallery works around an agreed question which helps to structure the theme, e.g. 'How are our oceans and rivers changing?' linking meaningful skills and concepts to The National Curriculum alongside providing opportunities for engaging and enrichment activities, such as trips and experiences for students at school through topic linked visitors and workshops.

Wallace Gallery connective curriculum comprises the following subjects:

- Humanities
- Religious Education
- Science
- PSHE, including Relationships and Sex Education
- Music

Subject	Number of lessons
English	4
Maths	4
Connective curriculum (CC): <i>geography, history, science, religious education, and music</i>	4
PE	2
PSHE: <i>including Sex and Relationship Education</i>	1
Art	2
Cooking	2
Computing	2
Outdoor Learning	2
End of week celebration	1
	24

The class teachers teach phonics, English, and mathematics as discrete subjects. We have specialist PE, art and cooking teachers who teach their subjects for two hours a week.

Students in Wallace Gallery also receive weekly Learning Outside of the Classroom lessons which embrace our location. Students will continue to benefit from formal and recognised Forest School provision as well as accessing a local farm for land-based studies. Teachers will also continue to plan opportunities for students to use the area to learn outside whenever possible.

Wallace Gallery continues to offer a supportive and nurturing environment for students with a focus on building blocks of learning, developing their self awareness and their independence through carefully structured lesson planning and adult support which builds on their previously acquired skills.

Louvre Gallery - KS4, years 10 and 11

When students enter Louvre Gallery the focus of their learning becomes even more tailored to their talents and interests. As well as acquiring robust academic qualifications, students also have extensive vocational and life skills opportunities throughout their time at the academy and these opportunities culminate in rich and varied experiences in Louvre Gallery.

As the students move through the academy, the Skills for Life opportunities will increase, and their progress will be captured in Personal and Social Development (PSD) once they are in the Louvre Gallery. The aim of PSD is to equip all students with the skills of self-awareness and engagement with the world around them. Students are given opportunities to develop life skills such as keeping safe, working as part of a team, moving towards independent living and further exploration of the world of work.

The range of learning experiences are linked to:

- student aspirations and outcomes from their Education, Health and Care plans (EHCPs)
- independent learning behaviours and skills
- out of school and work-based learning where possible and appropriate
- the National Curriculum statutory requirements
- meaningful accreditation to support their next steps

Examples of some of the topics include work experience (either within the academy such as the work experience cafe or peer mentoring with younger children in the school as well as opportunities within the wider community), independent travel (either on foot, bicycle or using the local transport system) and kitchen skills.

Students in Louvre Gallery are fortunate to be able to access a local farm for land-based studies (The Warriner School farm) and embrace our rural setting to provide them with the opportunity to complete their Duke of Edinburgh Awards.

Teachers will also continue to plan opportunities for students to use the area to learn outside whenever possible so that students can have a rich experience of the local environment as well as having opportunities to thrive in the outdoors.

Subject	Number of lessons
English	4
Maths	4
Science	2
PE	2
Computing	1
Options	6
End of week celebration	1
PSHE: <i>including Sex and Relationship Education</i>	1
Preparation for Adulthood	2
	24

The class teachers teach phonics, English, and mathematics as discrete subjects. We have specialist PE, art and cooking teachers who teach their subjects for two hours a week.

Louvre Gallery builds on the work completed in Wallace Gallery in developing students' self awareness and their independence through developing their skills for life, utilising the school Life Skills flat. As well as this, PSD also threads through the whole of the curriculum with features in all subject areas aimed at instilling robustness, resilience and the ability to work on their own initiative.

Serpentine Gallery - KS5, Year 12 and 13 (*opening in September 2025*)

Serpentine Gallery is our Post-16 provision which will be highly bespoke and tailored to the particular needs, aspirations and interests of individual students. There will be a significant emphasis on Preparation for Adulthood, Skills for Life, Independence and the transition to the next stage of each student's educational journey whether at college, an apprenticeship or employment.

Serpentine Gallery timetable will continue to include English, maths and computing as well as the offer of optional subjects. Students will be encouraged to continue with their Duke of Edinburgh Awards and undertake at least one day a week of Work Experience. Some students in Serpentine Gallery may benefit from having weekly provision at one of our local colleges if appropriate.

Serpentine Gallery students will be seen as role models to younger students and may take on mentoring roles or roles of responsibility within school, contributing to the

academy's community by either working in the Work Experience Community Cafe, offering peer mentoring to the younger students or as Play Supervisors through the Outdoor Play And Learning (OPAL) programme. The importance of developing skills for life-long and independent learning will be instilled with students via emphasis on intrinsic motivation and the desire to do well for their own sake.

Monitoring and Evaluation of the Curriculum

School leaders monitor and evaluate the implementation of the curriculum and students' knowledge and understanding through:

- student voice, including student interviews, questionnaires
- evidence from lesson observations, learning walks, deep dives, student's work
- teacher evaluation of lessons
- scrutiny of student data e.g. Nesy, assessment data, TOPs, etc.

Policies which support the Curriculum policy:

- Teaching and Learning Policy
- Assessment Policy
- Relationships and Behaviour Policy
- SEN Policy
- Equalities Policy
- PSHE including RSE Policy
- English Policy
- Mathematics Policy
- Marking Policy

Our Curriculum policy is informed by the following DfE guidance:

- KS2 and KS3 National Curriculum, 2014 (DfE)
- SEND Code of Practice: 0-25 (statutory guidance)

We will ensure that the policy is effectively communicated to staff, parents/carers, including through publishing it on our website. The policy will also be reviewed regularly to ensure that it is in line with Government guidance and legislation.