

Curriculum Policy

The Green Room Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy refers to:
 Part 1 - GRK, GRW and GRC
 Part 2 - GRPK

Owners: DH/WTT/KBH/CMA

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
June 2015	June 2016	October 2016	2	October 2017
		January 2018	3	January 2019
		January 2019	4	January 2020
		January 2020	5	January 2021
	Emergency Coronavirus Review	May 2020	6	May 2021
		January 2021	7	January 2022
	GR6	January 2022	8	January 2023
	GRK	January 2022	8	January 2023
	GRW	January 2022	8	January 2023
	Overall Review	January 2022	8	January 2023
	GR6	February 2023	9	February 2024
	GRK	February 2023	9	February 2024
	GRW	February 2023	9	February 2024
	Overall Review	February 2023	9	February 2024
	Overall Review	February 2024	10	February 2025
	GRW	February 2025	11	February 2026

	GRC	February 2025	11	February 2026
	Overall Review	January 2026	12	February 2027

Part 1 - GRK, GRW and GRC

Introduction

The Green Room Foundation is an inspirational learning environment. We believe your education should be unmissable. We pursue audacious ideas. Our aim is to meet the needs of students and prepare them for adult and working life through high support and high challenge.

The educational vision and curriculum design for The Green Room recognises that:

- The pace of change is increasing, hence the importance of flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of the provision.
- The importance of students developing intrinsic value to become lifelong learners is paramount to our curriculum. Students need to develop independence as learners, as well as curiosity about the world around them and should have opportunities to influence the curriculum we offer.

The Green Room's curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests first.
- Have a curriculum that is fit for purpose, offering adapted teaching and personalisation.
- Prepare all students for a successful adult and working life in a 21st century global society.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Involve the community.
- Involve parents/carers.
- Be in a learning environment that is above all else inspiring.

Curriculum

The curriculum aims to inspire and challenge all students and prepare them for the future. The Green Room's aim is to develop a coherent curriculum that builds on young people's experiences and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap.
- Have and be able to use personal, learning and thinking skills (plts) and become independent learners.

- Have and be able to use transversal skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to lifelong learning,
- Recognise and value opportunities to learn outside the curriculum and relate experience to learning experienced within the curriculum.

Online Safety in the Curriculum (Please also refer to our e-Safety Policy) - Sexual Violence and Sexual Harrassment

The Green Room has embedded an effective preventative education programme through a whole provision approach that prepares students for life in modern Britain. The Green Room has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of The Green Room life. This is underpinned by the provision's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum with regard to age and stage of development (especially when considering most of our students are SEND). The curriculum tackles issues such as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

This is done in a variety of ways, such as through the PSHE and RSE curriculum, circle times, coaching, check ins and mentoring sessions.

The Curriculum Outcomes

The Green Room's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to further education where appropriate.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, adaptive teaching, progression, continuity and coherence.
- Ensure continuity and progression within The Green Room and between phases of education, increasing students' choice during their academic career.

- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and numbers effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life. Help students understand the world in which they live.

Roles and responsibilities

The Head of Provision and leader of curiosity will ensure that:

- All statutory elements of the curriculum, and those subjects which The Green Room chooses to offer, have aims and objectives which reflect the aims of The Green Room and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- All staff have an oversight of curriculum structure and delivery within their key stage.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within the relevant key stage.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with staff on a regular basis and that actions are taken where necessary to improve these.
- Long term planning is in place for all courses and schemes of learning will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression and have clear intent, implementation and impact.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- Staff are informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the administration team. This includes meeting deadlines related to exam entries etc.
- Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- Staff share best practice with other colleagues in terms of curriculum design and delivery.

- Oversee CPD needs with regard to curriculum planning and delivery.

Teaching staff and learning support staff will:

- Ensure that The Green Room curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of students.
- Share and exchange information about best practice amongst their colleagues in different provisions and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Pupils will:

- Be treated as partners in their learning, with opportunities to influence teaching methods and content where appropriate.
- Have their individual needs addressed, both within The Green Room and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

Monitoring, evaluation and review

The Board of Advisors and Trustees will receive an annual report from the Head of Provision on:

- The standards reached in each subject
- Key stage 4 and 5 outcomes (exam results and progression plans)
- This data will analyse any variations between groups of students, subjects, courses and trends over time,

- All students in key stage 3 and 4 are assessed at least termly in the core subjects of English, Maths and Science. The outcome of these assessments determines the academic group or intervention the students are placed in for that term, ensuring students are working at a pace and standard appropriate to their needs.

The qualifications we currently offer are:

- iGCSE English Language
- GCSE English Literature (optional)
- GCSE Maths
- GCSE Science
- GCSE Statistics (optional)
- GCSE Art and Design (optional)
- Arts Award (all levels)
- Entry Level Certificates in English, Maths and Science
- Entry Level Certificates in History (optional)
- BTEC Level 1 Introductory in Land Based Studies (Award, Certificate or Diploma)
- BTEC Level 1 Introductory Construction (Award, Certificate or Diploma)
- BTEC Level 1 introductory Sport and fitness (Award, Certificate or Diploma)
- BTEC Level 1 Health and Social Care (Award, Certificate or Diploma)
- BTEC Level 1 and/or 2 Food and cookery (Award, Certificate or Diploma)
- AQA Unit Award Schemes
- Food Safety and Hygiene Level 2
- Lantra Award
- AQA Extended Project and Higher Project Qualifications (optional)

Remote Education Practises (refer to DfE Guidance 6/5/20)

To ensure our provision and curriculum functions appropriately during the coronavirus (COVID-19) or any other reason for provision closure, the next section details our remote education practices.

Supporting students' wellbeing

Maintaining well-being by setting realistic expectations: We carefully provide a realistic programme of work which is linked to their old timetable for familiarity but adapted to better suit virtual medium and their ability to be online for limited periods. We take account of student ability to access broadband and the help of parents/carers who may have other responsibilities for other siblings or work commitments. Pupils and parents know in advance how to access the lessons which are made as easy as possible by training the students in the provision first and maintaining the familiarity by providing them with the technology to access the curriculum. Each evening, we also send a document concerning the following day giving the lesson overview so parents and students can look at the day ahead, so they can be fully prepared, make choices for some lessons.

Maintaining a sense of community: We have established systems for inclusivity. We hold circle times daily where we share important information, updates on the day ahead and we give students a chance to share their achievements. Pupils have the opportunity to interact with each other as well as teaching staff. There is a weekly newsletter for parents, students and other stakeholders, as well as targeted weekly communication to councils, trustees and others. All communication, plus blogs and other news is posted on our website for ease. We've also posted to social media a number of videos to show how the provision is working and to offer some cheer in these difficult times.

Providing pastoral support: Each student has a coach and is contacted, often daily, to provide an opportunity for pastoral support and to check on well-being and mental health. We also continue our programme of therapy for students requiring it to ensure continuity. Additionally, students continue with our Level Best programme which has been adapted to include Virtual 1Ups which link to their Level Best goals, and stand alongside changes they would like to work on at this time.

Staying in contact: Whilst continuing to carry out safeguarding duties in line with interim government guidance, we keep in touch with students daily through lessons and through coaching sessions. Any student absences are investigated daily and parents/carers are called. In addition to this Heads of Provision regularly call all parents to discuss progress and well-being. Staff are in regular touch with councils, social workers and trustees to ensure all parties are current.

Identifying students who need additional support: We review student attendance and engagement at the weekly Pastoral Meeting, Staff Meeting, Daily Briefings/De-Briefs and Senior Leadership Meetings. We review changes in approach at the regular Executive Leadership Meetings. We take action from the outcome of those meetings swiftly. In line with government guidance we have completed a generic risk assessment for all students and risk assessments for all students with EHCP's where requested by their council. These risk assessments are updated as circumstances change. Where students struggle to engage we have sessions on provision sites to give them physical proximity to teaching staff (at the appropriate distance) and develop our offering to meet their needs - e.g. holding physical classes for one or more students at an allotment, or in the provision buildings. All safeguarding processes remain in place and have been enhanced as described in the Child Protection and Safeguarding Policy.

Adapting teaching practice for remote education

Designing activities that are accessible for students: Where students do not have the appropriate technology at home this is provided by The Green Room. Those that struggle with internet connections are provided with paper based learning materials, followed up with phone calls to ensure progress is being made. Online safety has been carefully considered and is outlined in our Child Protection and Safeguarding Policy, as well as being reiterated through circle time and via newsletters sent home.

Ensuring remote education practices are inclusive: All our students' needs are carefully considered when designing and delivering lessons. Additionally, see point above concerning staying in contact.

Using existing technology: We use the Google e-suite to deliver lessons. The technology was used before lockdown; but has been enhanced and all students and staff have been provided training and are successfully using it.

Providing training: See above. Where a student is struggling online we provide paper resources and telephone calls for support.

Keeping a focus on effective teaching practice: In line with government guidance, teachers use the strategies that were successful in the classroom with the enhancement of having a realistic expectation of what can be achieved online where the interaction is not as dialogue-rich. Keeping students positive about their rate of learning is key to maintaining their morale, and that of teaching staff. Support and guidance has been provided to staff on effective pedagogy during staff meetings and online support has been available through observations of lessons, with feedback provided promptly.

Feedback and assessment: Teachers monitor work completion daily, and use a range of assessment and feedback strategies to improve the immediacy and frequency of the feedback which helps them understand how students are achieving. Due to the nature of the GSuite, student work can and is regularly assessed and monitored live through shared docs so that progress can be monitored and maintained in a supportive manner in keeping with our policies. Weekly quizzes provide opportunities for students to demonstrate learning and make cross curricular connections. The provision reward system is also still running which highlights positives and celebrates successes.

Allowing variation across your provision: We allow for some students who like to attend every lesson from start to finish to those who prefer to take work offline and submit it later in the day.

Adapting the curriculum for remote education

The amount of curriculum content provisions are trying to teach: We take a pragmatic approach to covering the curriculum and focus upon the key skills that students will need to utilise in future assessment.

Balancing the consolidation of prior knowledge with new teaching content: For the majority of our cohort, over-teaching is imperative to their progress and future success. With this in mind key skills and concepts are consolidated through highlighting their use in new areas of content.

Tailoring the phase and subject: Students remain in online classes that reflect their ability, needs and pace of learning. Through the use of google classrooms and support staff offering

1:1 support (with relevant safeguarding procedures in place), lessons are differentiated throughout the curriculum and are carefully tailored to their individual learning pathway. Pupils also have their usual 1:1 English and Maths lessons to help bridge the gap in their learning

Collaborating and sharing approaches: Staff meet regularly online to collaborate and share approaches. Google Chat groups have long been a method of communication. Online video meetings occur daily, and staff also have break out groups to allow them to talk more easily online and with people from similar areas. The discussions from this are fed back to the leadership team. Individual staff are encouraged to contact one another to collaborate and support one another.

Tailoring the remote curriculum for students with SEND: All our students have SEND and our curriculum is specific to them. Our methods of intensive support using LSA's and very small class sizes translate well online. LSA's and Teachers provide targeted support in class and Admin staff and Coaches can provide support outside the class at the same time if needed. See above for more on the curriculum.

Keeping students motivated and engaged

Motivating students remotely: The relationships with students and staff are key to the success of this and offering both academic and extracurricular keeps the balance and engagement. Our Heads of Provision regularly call all parents to discuss providing an encouraging learning environment at home. Additionally, parents' attention has been drawn to the government guidance relating to this by letter. Motivation and engagement has been maintained by carefully considering the content and delivery that utilises the advantages of the online platforms as well as the wealth of educational resources and platforms that have been made available.

Varying activities: We offer opportunities for students to collaborate, discuss and socialise throughout the day. Guidance and support has been offered to staff for the planning of sessions with a focus on varying activities so that sessions continue to actively engage students and promote curiosity. A range of learning styles is both considered and catered for throughout each sequence of lessons in order to ensure variety.

Ensuring existing practice works remotely: Our feedback and assessment loop allows us to review existing practice, particularly in relation to clarity of instructions, and adjust it as required for specific topics, lessons or students. Lesson observations have ensured good practice is shared regularly and effectively influences planning as well as assessment.

Monitoring student engagement: Registers are taken from each session as well as an overall engagement mark for the day. This allows us to monitor and put in place interventions where necessary. Pupils can make comments verbally or in written form throughout lessons which helps assess engagement. Task completion is also reviewed to ensure this.

Part 2 - GRPK

Introduction

At The Green Room Project, Kingsley, we believe that education should spark Curiosity and build Resilience. Our curriculum is designed for kids who thrive in hands-on, outdoor environments and for whom traditional, desk-based settings have become overwhelming.

Whether a student is with us for a short-term intervention or a long-term targeted plan, our mission is to help them "Start a Path." We do not see academic progress and emotional safety as separate goals; we believe that a student must feel safe and capable before they can master the concepts required for their next step.

Statutory Alignment: EHCPs and LA Outcomes

We recognise our role as a specialist partner. Our curriculum is not a standalone offer but a vehicle to deliver the outcomes defined by our commissioning partners.

- EHCP Integration: For students with an Education, Health and Care Plan, we map our farm-based activities directly to the outcomes in Section E and the provision requirements in Section F.
- Collaborative Goals: We work closely with referring schools to integrate specific academic targets and with Local Authorities to ensure all statutory reporting and 2026 School Census requirements are met.
- Annual Reviews: We provide robust evidence, including case studies and progress data to support the Annual Review process, ensuring the "Path" started here is legally documented and celebrated.

The ROCCIT Framework

Our curriculum is underpinned by the ROCCIT framework. These six competencies are the "engine" that allows students to re-engage with education:

Resilience | Organisation | Communication | Community | Initiative | Teamwork

We track growth in these areas as a primary indicator of a ready learner, ensuring students have the emotional tools to stay on their path once they transition.

Primary Phase (Key Stage 2)

Our primary offer prioritises co-regulation and sensory-rich exploration.

- The Environment: "Classrooms" are situated in stables, woodlands, paddocks, and allotments.
- Academic Integration: Literacy and Numeracy are embedded as functional tools
- Delivery Themes:
 1. Garden Adventures & Food Stories
 2. Cultural Creations & Mindful Reflections
 3. Woodland Explorers & Outdoor Skills
 4. Farm Explorers & Animal Friends
 5. Mindful Nature Connections

Secondary Phase (Key Stage 3 & 4)

Our secondary provision bridges the gap between education and the real world, focusing on vocational skills and readiness for the next steps.

- Functional Skills: We make core subjects relevant by embedding them into daily farm operations. Students master concepts like area, ratio, and persuasive writing through real-world farm tasks.
- Preparation for Adulthood: We focus on developing the independence needed for specialised provision courses or vocational training.
- Delivery Themes:
 1. Horticulture & Farm Enterprise
 2. Reclamation & Sustainability
 3. Outdoor Bushcraft Skills
 4. Animal Care & Husbandry
 5. Nature Connections & Sensory Awareness

Implementation: A Trauma-Informed Approach

To ensure the curriculum is accessible, we employ the following strategies:

- High Staff-to-Pupil Ratios: Ensuring personalised support and emotional safety.
- Freedom of Movement: Validating the physical needs of neurodivergent learners.
- Ready Learner Focus: Prioritising regulation before academic demand.

Assessment and Transition

We don't just prepare students for the next provision; we prepare them for life.

- Evidence Portfolios: Pupils build a portfolio of practical achievements and ROCCIT milestones.

- Reintegration: We provide "bridging evidence" to schools and colleges, showing exactly how a student has progressed toward their EHCP or school-led outcomes to facilitate starting a path to a successful transition.

This policy is approved by the CEO of The Green Room Foundation

Date

CEO
