Mayfield House School

Whole School Curriculum Teaching and Assessment Policy

Connect • Support • Achieve

Last updated: November 2026

Approval is recorded on adoption. This policy takes effect when approved by the Directors/Proprietors.

Signature	Approved by	Date
Mike Williams	Mike Williams Headteacher	01 Nov 2026
Martyn Deakin	Martyn Deakin Director/Proprietor	01 Nov 2026
Jacklyn Deakin	Jacklyn Deakin Director/Proprietor	01 Nov 2026

Policy owner: Headteacher
Version 1.1 | 01 November 2026
Next scheduled review: August 2027, or sooner following significant changes

Contents

1 Statement of Intent

2 Curriculum principles and responsibilities

3 Proportionate planning

4 Curriculum breadth and delivery

5 Primary and secondary pathways

6 Bespoke curriculum provision

7 Teaching, assessment and feedback

8 Homework and continuity of learning

9 PSHE, relationships education and RSE

10 Careers, inclusion and safe learning

11 Oversight and review

Appendix A Policy consolidation and adoption

Policy scope and control

Scope: Primary and secondary education, including individual bespoke pathways, at both school sites

Approval: Proprietors acting through the two Directors

Effective date: On approval by the Directors

1 Statement of Intent

Mayfield House School provides an ambitious, accessible curriculum for pupils aged 6 to 16 with special educational needs, including social, emotional and mental health needs. The school has capacity for 50 pupils and approximately 20 pupils on roll at the time of preparation. Curriculum organisation is proportionate to this small provision and responsive to the pupils attending.

This policy brings together curriculum design, teaching, assessment, feedback and home learning. It applies to primary, secondary and bespoke provision. Our aim is for every pupil to gain knowledge, communicate effectively, develop independence and prepare for their next stage of education and life.

Small classes, practical learning and individual adaptations support access. They do not reduce pupils' entitlement to a broad education or remove the need for planned progression.

2 Curriculum principles and responsibilities

The school provides full-time supervised education appropriate to pupils' ages, aptitudes and needs, including the requirements of their education, health and care plans (EHCPs). English is the principal language of instruction. Pupils develop speaking, listening, literacy and numeracy alongside the wider areas set out in section 4.

As an independent school, Mayfield House uses the National Curriculum as a reference for breadth, ambition and progression; it is not required to reproduce its full subject structure. Learning is adapted without limiting pupils to their starting points. Pupils who are ready for greater depth or more demanding qualifications receive appropriate challenge.

The curriculum promotes spiritual, moral, social and cultural development, respect for others and fundamental British values. Teaching does not undermine democracy, the rule of law, individual liberty, or mutual respect and tolerance of different faiths and beliefs. Partisan political views are not promoted; where political issues are raised, pupils receive a balanced presentation of opposing views.

Role	Responsibility
Directors	Approve the policy; ensure the Independent School Standards are met; provide resources and scrutinise curriculum access, teaching quality and pupil progress.
Headteacher	Account for effective delivery, staff competence, timetables, qualifications, individual pathways and action on gaps in provision.
Curriculum lead	Coordinate the curriculum overview, sequence and coverage; support planning and check that primary, secondary and bespoke routes provide progression.
SENDCo and DSL	SENDCo supports EHCP provision and adaptations. DSL advises on safeguarding content, safe delivery and responses to concerns.
Teachers and support staff	Teachers plan, teach, assess and adapt learning. Support staff implement agreed strategies and report learning and barriers to the teacher.

3 Proportionate planning

The Headteacher allocates curriculum responsibilities within the existing team. Staff maintain one shared overview showing what is taught, when and how learning progresses. The subject curricula and schemes of work support this policy; they remain working teaching documents rather than separate policies for every subject.

Teachers use the school's existing subject sequences and resources, including White Rose for maths and science, Oak and NCCE materials where identified in subject plans, Jigsaw for PSHE and RSE, and the whole-school oracy framework. Concise planning identifies essential knowledge, vocabulary, teaching steps, adaptations and assessment. Teachers do not duplicate existing schemes into lengthy daily forms. Each pupil has a learning profile linked to their needs and relevant EHCP outcomes.

TT Rock Stars supports the teaching and practice of multiplication facts, alongside the school's wider mathematics curriculum.

4 Curriculum breadth and delivery

The curriculum is supported by subject documents for English, maths, science, computing, history, geography, RE, art and design, design technology, performing arts, PE, Forest School, BSL, oracy, PSHE and vocational learning. PE is taught as a standalone lesson. PSHE, RSE and careers are taught weekly. The overview shows each group's allocation and any planned blocks or rotations.

Area	Delivery and expected learning
Linguistic	English, reading and phonics; explicit oracy and communication across subjects. BSL provides additional language learning and understanding of Deaf culture.
Mathematical	White Rose maths sequence and application through measuring, money, time, recipes, data and vocational tasks.
Scientific	White Rose science sequence, practical enquiry and explanation; planned links through Forest School, food, materials and the environment.
Technological	Computing and design technology sequences, including digital literacy, online safety, programming, designing, making and evaluating; practical links through catering and vocational learning.
Human and social	History, geography and RE sequences, including religious and non-religious worldviews; citizenship through PSHE. Planned blocks or projects preserve each subject's knowledge.
Physical	Standalone PE lessons following the PE curriculum, supplemented by Forest School and movement. The school participates in the Chorley Sports Initiative and is working towards its first Bronze award.
Aesthetic and creative	Art and design and performing arts, with planned music, drama, dance, making and appreciation. Delivery arrangements and subject sequences are identified in the overview.
Personal development	Weekly PSHE and RSE using Jigsaw, weekly careers education with Progress Careers support, health, economic understanding and preparation for adulthood.

Subject documents provide the detailed sequences; the timetable and overview show what each pupil actually receives. History, geography and RE retain explicit subject knowledge even where teaching uses blocks or projects. Cross-curricular links reinforce learning rather than substitute for planned teaching. Music learning is identified within the creative programme and its teaching plan.

The curriculum lead checks coverage for every group and bespoke pathway each term. Written plans are checked against actual delivery. Enrichment extends teaching; essential content does not depend on optional clubs or rewards. Routes requiring staffing, facilities or awarding-body approval are confirmed before being offered.

5 Primary and secondary pathways

Primary provision

Primary teaching prioritises communication, reading, writing and maths alongside science and the wider curriculum. Structured routines, practical work, play where appropriate and sequenced projects support engagement. Foundational Steps provide access below Phase 1; Phases 1–4 broadly relate to Years 3–6 and Phases 5–9 to Years 7–11. Working phases reflect assessed knowledge and may differ by subject. Materials remain age-respectful. Relationships and RSE content also takes account of chronological age and safeguarding needs.

Secondary provision

Secondary pupils continue English, maths, reading where required, science and a broad curriculum. Practical, creative, outdoor and vocational learning develops knowledge and application. Teaching includes digital skills, personal safety, impartial careers guidance and preparation for further education, employment and independent life.

Qualification routes are chosen according to each pupil's starting points, aspirations and progress. GCSEs, Functional Skills, vocational awards, ASDAN programmes or AQA Unit Award Scheme units may be used where suitable and available. The Unit Award Scheme recognises achievement and is not itself a regulated qualification. Accreditation supports the curriculum; collecting units does not replace a coherent learning sequence. The current offer and entry arrangements are confirmed for each cohort.

Reading and phonics across the school

Staff establish pupils' reading strengths and barriers on entry, including decoding, fluency, vocabulary and comprehension. Pupils who need phonics receive systematic teaching using All Aboard Phonics, with reading materials matched to the sounds they have learned. Older pupils receive age-respectful resources and targeted teaching where foundational skills are insecure.

Pupils have regular opportunities to read or share texts, hear fluent reading, discuss meaning and develop enjoyment. English and subject teachers teach relevant vocabulary and support access to increasingly demanding texts. Progress checks inform the next teaching steps and support is adjusted when pupils are not progressing.

Transitions and progression

Teachers share starting points, effective strategies and learning achieved when pupils change classes, phases or placements. Secondary transition planning includes the pupil's views, parents or carers, the placing authority and receiving providers as appropriate. Pupils practise skills needed for their next setting rather than relying on accreditation alone as evidence of readiness.

6 Bespoke curriculum provision

Some pupils require a substantially personalised route because of their communication, learning, sensory or emotional needs. This is an individual pathway within the whole-school curriculum. It retains breadth and ambition while changing the pace, teaching approach, context or assessment method.

The Headteacher approves the individual programme with the teacher and SENDCo, informed by the pupil, parents or carers and relevant professionals. The confidential pupil plan records the following information in a concise format.

Planning element	Required information
Starting points	Relevant assessment, interests, communication and sensory needs, barriers and effective approaches.
Learning goals	Specific academic and functional learning goals linked to relevant EHCP outcomes; the next knowledge and skills to be taught.

Planning element	Required information
Full programme	Individual timetable showing teaching time, each curriculum area, personal development and support. Practical activities identify their learning content.
Teaching and provision	Adaptations, resources, staffing responsibilities and arrangements for delivering the special educational provision specified in the EHCP.
Assessment and review	How learning and independence will be demonstrated; review date; next steps and any change needed to teaching or provision.

A bespoke programme may combine ASDAN Lifeskills Challenge, selected AQA Unit Award Scheme units, literacy, numeracy, reading, communication, relationships, movement, creative work and everyday independence. Six sequenced blocks may link practical projects to explicit subject teaching. Science, technology, humanities and beliefs remain identifiable. An interest such as woodwork can motivate learning while pupils continue to encounter broader knowledge and experiences.

Teachers record small steps accurately, including the level of prompting and whether a skill is retained and used in another situation. Engagement, regulation and confidence inform assessment, alongside evidence of what the pupil has learned. Appropriate evidence includes observation notes, work, practical demonstrations and carefully selected photographs in line with data protection arrangements.

The teacher and SENDCo review the pathway at least termly and sooner if access or progress is a concern; block reviews inform reteaching. Current baseline evidence and the full EHCP inform challenge and specified provision. Individualisation does not automatically mean reduced hours. Any exceptional temporary part-time timetable follows attendance and safeguarding procedures, with documented reviews and a clear plan towards full-time education.

Pupil names, detailed targets, timetables and sensitive information remain in confidential individual plans, rather than the published whole-school policy.

7 Teaching, assessment and feedback

Teachers use accurate subject knowledge, clear explanations, modelling, guided practice and independent application. They check understanding throughout teaching, revisit essential knowledge and address misconceptions. Tasks and resources provide suitable challenge while taking account of pupils' needs and prior learning.

Reasonable adjustments may include visual supports, pre-teaching vocabulary, alternative ways to communicate or record learning, manageable steps, sensory adjustments and planned movement or regulation breaks. Support staff help pupils access teaching and build independence. Regulation and pastoral support enable learning and are reviewed where pupils repeatedly miss curriculum time.

Assessment establishes starting points on entry and is refined as pupils settle. Teachers use questioning, observation, work and practical demonstrations to decide what pupils know and can do. Tests and digital platforms are used where appropriate; they do not replace professional assessment or become the curriculum.

Each term, teachers review progress against taught knowledge, individual targets and relevant EHCP outcomes. They identify learning secured, gaps, the level of independence and next steps. Modest work sampling or discussion between staff checks the consistency of judgements. Leaders respond to stalled progress by examining teaching, curriculum access, attendance and provision.

Feedback is timely, understandable and actionable. It may be verbal, written, modelled or practical. Pupils receive opportunities to use it. Marking focuses on learning and useful next steps; there is no requirement to annotate every page or record every verbal comment. Teachers retain enough evidence to assess progress without creating unnecessary paperwork. Awarding-body requirements apply to assessed courses.

Parents or carers receive a written report at least annually covering progress and attainment in the main subjects taught, with further updates through reviews and normal communication. Relevant learning and provision evidence contributes to EHCP reviews. Access arrangements and qualification entries follow the applicable awarding-body rules.

8 Homework and continuity of learning

Homework is not routinely set. Teachers may offer purposeful reading, revision, online practice or practical activities when beneficial and agreed with families. Tasks are accessible, proportionate and responsive to pupils' needs. There are no sanctions for non-completion. Barriers involving equipment, internet access, wellbeing or family circumstances are addressed supportively.

Where absence interrupts learning, staff agree suitable continuity and catch-up arrangements according to the pupil's circumstances, health and ability to engage. Attendance, safeguarding and remote education procedures apply. Home learning does not by itself replace a pupil's entitlement to suitable full-time education.

9 PSHE, relationships education and RSE

All pupils receive planned personal, social, health and economic education. Primary pupils receive Relationships Education and secondary pupils receive Relationships and Sex Education (RSE). Health learning is provided through PSHE under the Independent School Standards; the school draws on the DfE health education content to meet pupils' needs.

A separate combined PSHE and Relationships and Sex Education Policy sets out primary and secondary content, safeguarding, parental consultation, access to materials, withdrawal and review. The PSHE curriculum and Jigsaw lesson resources supply the teaching sequence. The Headteacher ensures policy, programme and delivery are consistent for all pupils, including those on bespoke pathways.

PSHE and RSE are delivered through weekly planned teaching using Jigsaw, adapted to pupils' ages and needs. Relationships and sex education content follows the phase-specific Jigsaw sequence; this does not mean every RSE topic is taught every week. Staff check coverage against current statutory guidance and supplement resources where needed. Assemblies, themed days and weeks reinforce weekly lessons. Missed teaching is followed up, and SEND does not justify omitting essential safety knowledge.

Parents are consulted when developing or reviewing the relationships and RSE policy and can access the policy and teaching materials. Withdrawal applies to sex education within the limits set by law and statutory guidance, including the pupil's option to opt back in from three terms before turning 16. There is no right to withdraw from Relationships Education, health education or relevant science content. The separate policy explains the process fully.

10 Careers, inclusion and safe learning

Careers education is taught weekly. The Careers Leader coordinates the programme with Progress Careers, including impartial guidance, encounters and transition support according to pupils' needs. Weekly taught careers learning is distinct from the scheduling of individual adviser interviews. Secondary pupils receive accurate, current information about a broad range of routes. Primary activities build awareness of work and aspirations. From Year 9, EHCP planning connects employment, independent living, community participation and health.

Teaching encourages respect for others, with particular regard to protected characteristics. Staff challenge prejudice and stereotypes and make reasonable adjustments so that pupils can participate. Outdoor learning, catering, vocational activities, visits and external providers operate under the school's safeguarding and risk assessment procedures. School leaders retain responsibility for the quality and suitability of education delivered by visitors or providers.

11 Oversight and review

The curriculum lead and Headteacher review curriculum coverage, teaching and assessment each term, using proportionate work sampling, observation, pupil views and progress evidence. They check primary, secondary and bespoke provision, including pupils missing lessons or making limited progress. Directors receive a concise termly report on strengths, gaps, actions, responsibility and completion dates. They review whether actions have improved pupils' access and learning.

The Headteacher reviews this policy annually with the Directors and sooner after significant changes to law, provision or pupil needs. Staff are briefed on changes. Curriculum information is made available to parents and prospective parents in accordance with the Independent School Standards.

Appendix A Policy consolidation and adoption

The Directors approve replacement arrangements. The Headteacher updates the policy register and related references. Existing policies remain in force until replacements are approved and operational.

Existing document	Recommended arrangement
Primary and Secondary Curriculum Policies	Replace with this policy and the shared overview.
Special School Teaching and Learning Policy	Replace with this policy's planning, teaching, inclusion and assessment sections.
Homework Policy	Replace with section 8; retire fixed homework-time requirements.
Marking and Feedback Policy	Replace with section 7; useful examples may remain as staff guidance.
RHE policies dated July and September 2025	Replace through one separate combined PSHE and RSE Policy, covering both phases and supported by the Jigsaw-based PSHE curriculum.
Individual bespoke provision	Retain the confidential individual plan and schemes under section 6; no pupil-specific public policy is needed.
Subject curricula and KS4 pathways map	Retain as supporting plans and schemes. Do not copy full subject documents into this policy or treat every qualification route as already approved.

Checks before implementation

The Headteacher confirms responsibility holders and checks the curriculum overview against actual timetables, including standalone PE, weekly PSHE, RSE and careers, and every bespoke pathway. Subject plans remain the detailed teaching documents. The current KS4 offer is checked against the pathways map, staffing and awarding-body requirements before entries or promises to families.

The Headteacher aligns the PSHE curriculum's adviser references with Progress Careers and confirms the Jigsaw sequence and separate PSHE/RSE policy. Older readiness and implementation statements are updated to reflect current delivery. Music planning and any remaining operational approvals are confirmed. Staff are briefed; superseded policies are archived only when replacements take effect.

Legal and guidance framework

This policy is informed by the Education (Independent School Standards) Regulations 2014, as amended, particularly Schedule paragraphs 2, 2A, 3, 4, 5 and 32; the Equality Act 2010; the Children and Families Act 2014 and SEND Code of Practice as applicable to the school and pupils' placements; and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

Guidance checked on 01 November 2026: DfE Relationships Education, RSE and Health Education guidance effective from September 2026; Keeping Children Safe in Education 2026; and Ofsted's non-association independent school inspection toolkit for use from 7 September 2026.