The Levett School

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Positivity | Determination | Reflection | Integrity

Curriculum Policy

Policy agreed by Management Committee on:	24/06/2026
Review date for Management Committee:	24/06/2028
Allocated Group/Person to Review:	Emma Place
Agreed frequency of Review, by allocated person:	Every Two Years
Last Review date:	May 2026

Melton Road, Sprotbrough, Doncaster, DN5 7SB

City of Doncaster Council

The Levett School
Curriculum and Our Core Values

Positivity
We will know how to characterise ourselves of positivity through the presence of feeling safe, happy, optimistic for ourselves, our family, friends, our local community and in the wider world.

Our curriculum balances the academic and SEMH need of pupils, developing the emotional literacy skills through having a learning environment and atmosphere that is encouraging, reaffirming, passionate, enthusiastic and optimistic.

Integrity
We will understand and value differences, allowing others to express themselves in order to work together towards common goals, making our community stronger.

Our curriculum broadens horizons and promotes social equity and mobility. It is built upon principles of currency, character, culture

Determination
We will provide opportunities and experiences that support the growth and development of each other, enabling us to add meaningful value to ours and others' lives.

Our curriculum is sequenced and planned to provide depth of learning and build on knowledge and skills previously acquired. We follow the National Curriculum to enable pupils to return to mainstream school or transition to more specialist provisions, having developed effective literacy and executive functioning skills, as well as nurturing personal strengths and interests.

Reflection
We will empower one another to make moral and informed decisions and be accountable for the behaviour choices we make, choosing the way we respond to life's events, rather than simply just reacting.

Our curriculum develops life skills including leadership, organisation, resilience, initiative and communication. Through our nurturing, holistic and integrated approach to learning and development, students will develop an understanding of self and how they fit into 21st Century global community.

Curriculum Statement

Intent

At The Levett School, our curriculum is designed with a clear purpose: to re-engage pupils in learning and prepare them for successful reintegration or next steps into their future provision.
Our curriculum is underpinned by shared principles that reflect both academic and personal development. We aim to rebuild confidence, develop resilience and equip pupils with the knowledge, skills and behaviours they need now and in the future. Inspired by the Cornerstones Curriculum, our approach is broad, balanced and flexible, recognising the complex and often disrupted experiences of our pupils.

Our principles ensure that the curriculum:

- Meets individual needs while maintaining high expectations
- Supports both intellectual and personal development
- Promotes engagement, relevance and purpose in learning
- Builds independence, confidence and positive relationship

Prepares pupils for their next stage in education or life

These principles create a shared understanding across the school and ensure collective ownership of our curriculum intent.

At The Levett School, the curriculum is implemented through a consistent whole-school pedagogical approach based on the Learning Cycle and Rosenshein's Principles of Instruction. This ensures that all pupils experience high-quality teaching that is structured, predictable and responsive to their individual needs, regardless of their starting points or barriers to learning.

The Learning Cycle provides a clear framework for lesson delivery and is embedded across the school. Each lesson follows a sequence of reviewing prior learning, introducing new knowledge, modelling, guided practice, independent application and reflection. This approach supports pupils to build knowledge incrementally and develop confidence in their learning.

Pupils are explicitly taught the stages of the Learning Cycle and are encouraged to recognise and articulate which part of the learning process they are accessing at any given time. This shared language promotes metacognition and helps pupils understand how they learn, why activities are structured in particular ways and what successful learning looks like.

The Learning Cycle is consistently embedded through teaching slides, classroom displays and visual prompts throughout the school. These visual reminders support engagement, reduce cognitive load and provide a familiar structure that is particularly beneficial for pupils with SEND, SEMH needs and those who have experienced disrupted education.

Rosenshine's Principles of Instruction underpin all teaching practice. Staff regularly:

- Review previous learning to strengthen long-term memory.
- Present new material in small, manageable steps.
- Provide clear explanations and worked examples.
- Use questioning to check understanding.
- Guide pupils through practice before independent application.
- Monitor progress and provide immediate feedback.
- Support pupils to achieve high levels of success before moving on.
- Revisit and retrieve prior learning to secure retention over time.

This evidence-informed approach enables teachers to scaffold learning effectively whilst maintaining high expectations for all pupils. By combining the Learning Cycle with Rosenshine's Principles, The Levett School provides a consistent, inclusive and ambitious curriculum that supports pupils to develop the knowledge, skills and confidence required for their next stage of education and beyond.

Big Ideas

Humankind
Understanding what it means to be human and how human behaviour has shaped the world.

Nature
Understanding the complexities of the plant and animal species that inhabit the world.

Processes
Understanding the many dynamic and physical processes that shape the world.

Place and space
Understanding the visual, cultural, social, and environmental aspects of places around the world.

Creativity
Understanding the creative process and how everyday and exceptional creativity can shape the world.

Comparison
Understanding how and why things are the same or different.

Investigation
Understanding the importance of investigation and how this has led to significant change in the world.

Significance
Understanding why significant people, places, events and inventions matter and how they have shaped the world.

Materials
Understanding the properties of all matter, living and non-living.

Change
Understanding why and how things have changed over time.

Mission Statement

Our mission is to re-engage pupils in education through a purposeful, inclusive and flexible curriculum that supports both academic progress and personal development.

We are committed to helping every pupil rebuild confidence, develop resilience and rediscover a love of learning, regardless of their starting point or previous experiences. Our four core values: Integrity, Reflection, Positivity, and Determination, drive everything we do. Through strong relationships, high expectations and a focus on wellbeing, we create a safe and supportive environment where pupils can succeed.

General Principles

Our curriculum will give children the opportunity to:

- Re-engage with learning and experience success
- Develop secure foundations in core academic learning, including reading, writing and mathematics
- Build resilience, emotional regulation and the ability to manage challenges effectively
- Experience learning that is meaningful, engaging and relevant to real life
- Make informed choices and begin to understand future pathways and aspirations
- Feel a genuine sense of belonging, safety and stability within school

Purpose

Our curriculum principles are designed to meet the academic, social and emotional needs of our pupils while preparing them for their future.

They ensure pupils can re-engage with learning and experience success, while building secure foundations in reading, writing and maths. We focus on developing resilience and emotional regulation so pupils can manage challenges and remain engaged in learning.

Our curriculum is meaningful and relevant, helping pupils see the purpose of their education, make informed choices, and understand future pathways and aspirations. Underpinning everything is the need for pupils to feel a strong sense of belonging, safety and stability within school.

Together, these principles create the conditions for pupils to re-engage, make progress and move forward with confidence in both education and life beyond school.

SMSC/FBV

Purpose

Our curriculum will give children the opportunity to:

- Spiritual, Moral, Social and Cultural and Fundamental British Values are embedded across all aspects of provision to support pupils with complex needs, disrupted education and barriers to learning.
- SMSC is developed through consistent routines, strong relationships and explicit teaching. Pupils are supported to build self-awareness and emotional understanding (spiritual), understand right and wrong through clear boundaries and restorative practice (moral), develop positive relationships and social skills through structured interaction (social), and gain respect for diversity through curriculum and discussion (cultural).
- Fundamental British Values are reinforced daily through behaviour systems, curriculum and school culture. Pupils learn about democracy through pupil voice, the rule of law through consistent expectations, individual liberty through safe and supported choices, and mutual respect and tolerance through modelling and expectations in all interactions.
- Together, SMSC and FBV underpin behaviour, curriculum and pastoral support, helping pupils re-engage with education, develop personal responsibility and prepare for life beyond school.

Well-being

Our curriculum will give children the opportunity to:

- Learn in a peaceful and supportive environment
- Learn how to respect themselves and others
- Develop self-esteem and confidence in their abilities

Pupil Voice

Our curriculum will give children the opportunity to:

- Contribute to planning their own learning
- Express their own opinions on a range of different topics and issues
- Make choices about things that are important to them
- Make a positive contribution to the school and local community

Pedagogy

Our curriculum will give children the opportunity to:

- Promotes problem solving, creativity and communication
- Excites, promotes and sustains children's interest
- Offers all children a memorable experience at the start of every topic

Purpose:

- Our pedagogy is designed to re-engage pupils in learning and support them to become confident, successful learners.
- We promote problem solving, creativity and communication to help pupils think critically and express themselves effectively. Teaching is designed to be engaging and relevant, sustaining interest and motivation for pupils who may have previously disengaged from learning.
- Each topic begins with a memorable experience to spark curiosity, set high expectations and build strong engagement from the start.
- Overall, our approach is inclusive and purposeful, helping pupils to re-engage, develop key skills and experience success.

Enrichment

We will enrich our curriculum by:

- Holding specialist curriculum days or weeks
- Welcoming parents and carers to take part in children's learning and experiences
- Developing partnerships with external providers that extend children's opportunities for learning3

Purpose

Enrichment broadens pupils' experiences, strengthens engagement and supports personal development beyond the classroom.

Through curriculum days and themed weeks, we create memorable learning experiences that spark curiosity and re-engage pupils. We involve parents and carers in school experiences to strengthen relationships and celebrate progress. We also work with external providers to extend opportunities and expose pupils to new skills, experiences and aspirations.

Overall, enrichment builds cultural capital, confidence and motivation, helping pupils develop a wider understanding of the world.