



Cotswold Spa Hospital School

CURRICULUM POLICY (inc ASSESSMENT)

Policy Number: NS4

Date of Issue: Nov 2025

Author: Zoe Budding

Version Number: 2

To be reviewed by: Nov 2026

Ratified by: Nick Rose



Contents

1. Context and Curriculum aims	3
2. Legislation and guidance	4
3. Roles and responsibilities	4
4. Organisation	5
5. Inclusion.....	9
6. Monitoring arrangements	9
7. Assessment.....	10
8. Links with other policies	12

1. Context and Curriculum Aims

1.1 Context

Cotswold Spa Hospital School is part of an in-patient hospital unit specialising in Eating disorders. The hospital supports young people aged from 13 to 18 with a primary diagnosis of an eating disorder. Cotswold Spa hospital school is an independent special school serving those young people so that their education is not disrupted any more than necessary throughout their treatment. The patients' stay can vary between long stay and short stay, and some may be re-admitted.

We hope to enable students to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who can live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

1.2 Curriculum Aims

We aim to provide a broad and balanced curriculum which will:

- Promote the spiritual, moral, cultural, mental and physical development of learners at the school and within society
- Promote British Values and the British way of life, the rule of law and our democratic form of government
- Prepare learners at the school for the opportunities, responsibilities and experiences of adult life
- Encourage and stimulate the best possible progress and attainment, particularly in English, mathematics, science and the use of ICT
- Develop creative and physical skills
- Build on students' strengths, interests and experiences
- Ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards
- Develop students' capacity to learn and work independently and collaboratively
- Induct learners into the essential knowledge, skills and discourse within each subject
- Encourage learners to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make
- Prepare young people for the world of employment and further and higher education
- Develop students' sense of identity and worth
- Make learners more aware of and engaged with, their local, national and international communities
- Develop and promote principles for distinguishing between right and wrong

- Promote understanding and an appreciation of their own and others' beliefs
- Create an understanding around the issues of Equal Opportunities
- Foster respect for the environment in which they live
- Promote and develop students' self-esteem, self-worth and respect for others' wellbeing
- Prepare students thoroughly for their next stage of education which is normally a return to mainstream school

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#) and our commitment to provide a broad and balanced curriculum.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and considers curriculum-related expectations of governing boards set out in the Department for Education's [maintained schools governance guide](#).

3. Roles and responsibilities

3.1 The Management Committee

The Management Committee will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Management Committee will also make sure that:

- A robust framework is in place for planning and delivering "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw)
- Proper provision is made for students with different abilities and needs, including students with special educational needs (SEN)
- The school supports home schools with the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Management Committee

- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Management Committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Management Committee is advised on whole-school targets, in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including students with SEN

3.3 Deputy Headteacher

The Deputy Headteacher will liaise with the medical team, the students' home school, parents/carers about the work within the education department here at the hospital.

3.4 Other Staff

Other staff will make sure that the school curriculum is implemented in accordance with this policy.

4. Organisation

4.1 Planning our Curriculum

Our school curriculum is aimed to promote the students' intellectual and personal development with regard to their illness and the constraints of the hospital environment within which students and staff work. It is our belief that all students in this setting deserve and should receive the very best education provision. Part of the role we have is to help students gain skills and self-esteem, to value education, and see how the knowledge gained in school may help them to take their place in society and realise that the acquisition of knowledge and education goes on beyond school.

We deliver the curriculum through a mixture of teacher-led lessons and supportive guidance with their own schoolwork which is provided from their home schools. We arrange extracurricular activities and school visits where possible. We also aim to support the development of quality relationships and values that are embodied in the way Cotswold Spa Hospital School operates.

4.2 Curriculum Content

The school offers a core curriculum of English, Maths, Science, PSHE/careers/citizenship, enrichment and wider world lessons. The remainder of the curriculum remains flexible to accommodate the various demands and challenges presented to us by the student groups.

4.3 The Learning Environment

For learning to take place we aim to:

- Provide a safe, secure, stimulating and welcoming environment
- Minimise as much as possible the disruption to the /students' education during their admission
- Encourage the social aspects of learning by establishing and encouraging positive relationships with peers and teachers
- Foster self-confidence and self-esteem through carefully managed ILPs and target setting
- Provide students as far as possible within a hospital environment with a broad and balanced curriculum and the opportunity to study
- Supervise an appropriate Individual Learning Plan
- Promote equal opportunities and provide, as part of our areas of study, essential life and independent skills
- Accredited learning through recognised schemes and qualifications
- Recognise and celebrate student progress and achievements, as well as nurturing talent and skills

4.4 Home Schools

To help us with the above aims we endeavour to engage the students' home schools, teachers and parents in supporting us to provide a positive and helpful experience for those young people in our care. As far as possible learning will be aligned with that of the home school, and may use resources and virtual learning environments of that school.

4.5 Personalised Learning

The curriculum is negotiated with the young person on their admission to hospital. The time arrangements and curricular content are flexible and determined largely by the student's physical and psychological well-being, whether visitors are present and the availability of specialist staff. As part of hospital ward rounds and other duties, doctors, nurses and therapy staff can come to lessons and ask to see a particular student. Just as common are students' arriving at different times throughout a lesson. Some students are keen to attend school sessions when it is evident that they are extremely unwell; some will have poor levels of concentration due to medication. The effect of small group teaching can be more demanding than their mainstream school experience and consequently they may tire more easily.

Students arrive at Cotswold Spa with a number of diagnoses and can stay with us for a few weeks or in some cases years depending on health. In many cases the hospital plans twelve-week admissions, but again this can change and will do so on a regular basis. The teachers here at Cotswold Spa Hospital School are aware that a student's attainment may be impaired by several factors:

- Preoccupation with their own illness
- Unfamiliar environment
- Not being emotionally, psychologically or physically at their best
- Effects of medication

Often in the case of eating disorders, patients are so underweight and under nourished, cognitively they are less able to reason and retain knowledge, although observing them they may appear to do so. In addition, there may be changes in a student's presentation, for example if a student arrives having had a psychotic episode their level of concentration and ability to take part in any learning process is severely impaired. A new patient arriving on the ward is enough to create anxiety and generate competition among the patients over their illness. It is usually only when their weight and health improves that learning can take place. Educational progress for our students is not linear, and attainment may go up and down due to health and other external factors.

Our teachers therefore are sensitive to the ever-changing needs of the student group and plan and organise the learning according to the negotiated curriculum of each individual.

4.6 Individual Learning Plans

Each student has an Individual Learning Plan (ILP). The ILP contains personalised objectives for the half term and is reviewed every half term. Students take part in the process of creating and updating their ILPs to take ownership of their education. The ILPs are shared with students, parents and home schools.

4.7 Wider World

Students have a daily "wider world" session, which is a rotating timetable of additional activities. These may include careers, citizenship, computing, enrichment, finance, reading, study skills, alongside various SMSC activities throughout the year. These sessions are strongly encouraged for all students, not only for the lesson content, but the daily opportunity to collaborate as a class, which can otherwise be lacking as students work on their individual learning plans.

4.8 Careers

We provide a robust and individualised careers programme for each student based on their interests, age and previous careers work at their home school. We provide careers advice to all students and support home schools in providing careers advice and putting students in touch with local careers advice services. See our Careers policy for further details.

4.9 Citizenship and British Values

It is our aim to promote British values and the rule of law as a positive force for good in our society; to uphold and promote a positive and inclusive attitude to the democratic system of government in Britain; to promote individual liberty and foster mutual respect and tolerance of those with different faiths and beliefs; to foster a positive and respectful view of Britain and what it is to be British. We achieve this in formal citizenship sessions and as part of wider discussion.

4.10 Sixth Form Students

Here at Cotswold Spa, we aim to help and support all students with their studies beyond Year 11; this includes support with careers and careers advice.

Students who have reached post-16 education without formal qualifications will be supported to take part in an appropriate programme of study.

Those students who have started or are about to start their A-Levels when they join us are supported in several ways. If on roll at a school or college we will liaise with their schools or colleges, often making sure the student has access to the school or college via their VLE systems.

Whilst our teachers have several subject specialisms, and these are centred round the core subjects, we are unable at present to supply teachers with every subject specialism that may be required. This is due to the nature of our staffing provision here at Cotswold Spa Hospital School. Where a student has a particular need which is not being met either by our provision or by a close liaison with a student's school or college, we will:

- Use a distance learning platform for help or support
- Engage supply teachers or a teacher from another Elysium school in order to meet a particular need

Students who have not achieved 9-4 grades in Maths and English in their GCSEs in the previous summer will have the opportunity to be entered for the following year's exams as long as they are with us. In some cases we can allow students to return to complete these exams.

4.11 Examinations

The school is a registered examination centre and can enter students who are well enough and able to sit their exams. We principally act as a host centre which allows students to sit their exams when entered by their home schools.

This has an added advantage in that students have the opportunity to take their exams in a less formal and more relaxed atmosphere, thus avoiding exam phobias and heightened anxiety.

See our Examinations Policy for more details.

4.12 Reporting

Progress of our students is reported weekly to parents, the MDT and to the home school. A more detailed report based on the ILP is sent half termly to all. Discussion around educational progress is also held with the MDT and usually parents at the weekly care planning meetings and six-weekly CPA meetings.

5. Inclusion

Due to the nature of our setting, all our students are unable to attend mainstream school because of health needs. They should be able to access suitable and flexible education appropriate to their needs. The nature of the provision is responsive to the demands of what may be a changing health status.

Teachers at Cotswold Spa set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including but not limited to:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan the learning so that students with SEN, medical needs and/or disabilities can study every available subject, wherever possible, and they will endeavour to make sure that barriers to achieving are reduced.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our equal opportunities policy, and in our SEND policy.

6. Monitoring arrangements

The Management Committee monitors whether the school is planning and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Management Committee meetings
- Headteacher meetings
- Head of Education meetings.

The headteacher will monitor the way their subject is taught throughout the school by:

- Learning walks,
- book looks
- Supervision meetings

Teaching staff also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Deputy headteacher. At every review, the policy will be shared with the Head of Education.

7 Assessment

7.1 Principles of Assessment

Students of Cotswold Spa Hospital School are inpatients at a Tier 4 CAMHS psychiatric unit, and their wellbeing and recovery is paramount. Any assessment undertaken at CSHS is done so within this remit. Assessment of any kind can cause stress and anxiety in our vulnerable students and so careful consideration will be given at any stage of assessment to whether it is appropriate and in what form.

7.2 Approaches to Assessment

7.2.1. In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

On admission, CSHS will request recent and historic formal and informal assessment data from the home school. This will be used to inform our planning and as part of our own baselining. Due to the personalised nature of the education at CSHS teacher assessment is continuous and will usually take the form of dialogue between the teacher and student, checking for understanding, and marking of tasks set (see marking policy). Assessment against lesson objectives is recorded on QNIC ERS every lesson (met or otherwise) and is reported to student, parents and home schools on a weekly basis.

7.2.2. In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions and adaptations may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment at CSHS is most likely to take the form of reviewing the half termly targets recorded in the Individual Learning Plan and reflecting on progress. ILPs are given to students, parents and home schools on a half termly basis.

End of topic tests will only be set in consultation with the home school and the student and only if it is an appropriate time in the student's recovery journey. End of topic tests are most likely to be set by the home school and reflect their summative assessment practice. Careful consideration will be given to the delivery of feedback to the student.

7.2.3 Nationally standardised summative assessment

While students at CSHS can undertake national assessments such as GCSEs or A-Levels (see examinations policy) it is not the norm. CSHS would normally act as a host centre for examinations entered by the home school. Results belong to the entering centre (home school). This information would only be shared with CSHS with parental and student consent. However, CSHS has the facility to enter students as the entering centre if required.

7.3 Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Cotswold Spa Hospital School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism. See AI policy for more details.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their class assignments or homework, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

7.4 Reporting to parents/carers/home schools

Reports to parents/carers/home schools are sent:

- Weekly, giving progress towards lesson objectives, mental health scores and attendance
- Every six weeks for the student's Care Planning with a summary of progress since the last CPA
- Half termly (Individual Learning Plan) showing progress towards half termly targets

8. Links with other policies

This policy links to the following policies and procedures:

- Examinations policy
- Careers policy
- PSHE policy
- SEN policy
- Equal Opportunities policy