



storyybrook

Curriculum Quality and Compliance Framework

Demonstrating how the Storyybrook curriculum meets statutory expectations, specialist SEMH requirements and ambitious educational outcomes.





Executive Summary

Purpose of this document

This document outlines how the Storyybrook curriculum has been designed to meet statutory expectations, support the needs of pupils with Social, Emotional and Mental Health (SEMH) needs and provide an ambitious, broad and balanced educational experience.

It demonstrates how the curriculum aligns with:

- Primary National Curriculum expectations
- Independent School Standards (ISSRs)
- Ofsted Education Inspection Framework (EIF)
- SEND Code of Practice
- Equality Act 2010
- specialist SEMH principles and best practice

The framework also demonstrates how curriculum intent, implementation and impact are monitored and evaluated to ensure pupils know more, remember more and can do more over time.

The Storyybrook curriculum has been designed so pupils develop:

- substantive knowledge
- disciplinary thinking
- communication and language
- personal development
- independence and resilience
- readiness for future learning and successful transition

Curriculum Vision and Ethos

Our curriculum vision

At Storyybrook, we believe every child deserves an ambitious education that enables them to experience success, develop confidence and understand their place within the world.

Our curriculum has been designed specifically for children with Social, Emotional and Mental Health needs whilst maintaining high expectations and preserving curriculum ambition.





We recognise that barriers to learning may affect how pupils access education; however, these barriers should never reduce what pupils are entitled to learn.

Our curriculum therefore provides:

- high expectations with appropriate support
- structured and predictable learning experiences
- explicit teaching of knowledge and vocabulary
- opportunities for communication and oracy
- purposeful retrieval and repetition
- increasing independence and application of learning
- meaningful experiences which promote belonging and engagement

Learning is designed to enable pupils to become increasingly confident learners who can communicate effectively, think critically and participate successfully within school and wider society.

Our curriculum principles

The Storyybrook curriculum is rooted in our core understanding that:

- Behaviour is communication
- Relationships are central
- Safety, belonging and trust come first
- All practice is trauma-informed

Our approach is consistently reflected through:

Regulate → Relate → Repair → Reflect

Specialist SEMH Curriculum Approach

Curriculum design for pupils with SEMH needs

The Storyybrook curriculum has been designed to ensure pupils with SEMH needs receive an ambitious and appropriately adapted education without curriculum reduction.

Adaptation within the curriculum supports access whilst maintaining challenge and high expectations.

Learning experiences are designed around an understanding that pupils may experience difficulties with:

- emotional regulation
- executive functioning
- communication and language
- attention and concentration





- self-esteem and confidence
- relationships and trust
- sensory needs
- previous adverse experiences

Curriculum delivery therefore incorporates:

- predictable routines
- explicit modelling
- visual supports
- oral rehearsal opportunities
- chunked learning tasks
- retrieval practice
- vocabulary pre-teaching
- emotional regulation opportunities
- movement and sensory support
- relationship-based approaches

These approaches allow pupils to access ambitious learning while developing increasing confidence, resilience and independence.

Curriculum Design Principles

Curriculum structure and progression

The Storybrook curriculum is organised through a mixed-age cyclical model designed to ensure full curriculum coverage and clear progression across Key Stages.

Progression occurs through increasing complexity in:

Substantive knowledge

The key facts, concepts and information pupils learn.

Disciplinary thinking

How pupils increasingly think and work as historians, scientists, geographers, readers and writers.

Independent application

How pupils apply learning with increasing confidence and independence.

Pupils increasingly move from:

identify → describe → explain → justify → evaluate → independently apply

Learning is sequenced carefully so that pupils revisit and strengthen previous learning through:

- retrieval opportunities
- vocabulary development



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- disciplinary application
- cross-curricular links
- purposeful outcomes

How Storyybrook Meets National Curriculum Requirements

National Curriculum entitlement

The Storyybrook curriculum has been designed to ensure pupils receive a broad, balanced and ambitious education that reflects the expectations of the Primary National Curriculum whilst meeting the needs of pupils with Social, Emotional and Mental Health needs.

Curriculum content is carefully sequenced through a mixed-age cyclical model to ensure all statutory requirements are taught progressively and revisited over time. Learning builds cumulatively so pupils develop secure knowledge, disciplinary understanding and increasingly independent application of skills.

The curriculum maintains high expectations and ensures pupils experience rich opportunities across linguistic, mathematical, scientific, technological, human, social, physical, creative and personal development.

Curriculum progression is supported through:

- explicit teaching of substantive knowledge
- disciplinary thinking progression
- retrieval and repetition opportunities
- vocabulary development
- purposeful application of learning
- reading across the curriculum
- adaptive teaching without reducing ambition

National Curriculum Coverage Overview

National Curriculum Requirement	Storyybrook Evidence
English	Reading progression maps, Reading Spine, Read Write Inc. phonics, disciplinary reading opportunities, grammar progression, vocabulary development and structured writing progression across all curriculum units
Reading	Whole-school Reading Progression framework, Reading Spine, retrieval practice, fluency development, prosody, disciplinary reading and progressively challenging texts





National Curriculum Requirement	Storyybrook Evidence
Writing	Progressive writing outcomes across units including narrative, explanation, reflection, comparison, persuasion and independent communication
Spelling, Grammar and Punctuation	Progressive grammar and punctuation maps linked directly to curriculum units and applied within purposeful contexts
Mathematics	White Rose Maths scheme used as the primary mathematics curriculum, providing coherent progression and mastery approaches
Science	Progressive scientific knowledge and Working Scientifically skills including observation, investigation, prediction, evidence use and evaluation
Computing	Progressive computing curriculum including digital literacy, online safety, programming, information handling and communication
History	Chronological understanding, interpretation of evidence, historical enquiry and understanding of significance develop progressively
Geography	Map skills, fieldwork, environmental understanding and geographical interpretation develop progressively
Religious Education	Reflection, comparison of beliefs, respectful discussion and understanding of worldviews
Art and Design	Exploration, experimentation, evaluation and increasing control of artistic techniques and creative expression
Design and Technology	Designing, making, testing, evaluating and improving products through purposeful projects
Music	Listening, performance, rhythm, composition and expressive communication
Physical Education	Get Set 4 PE provides progressive development of movement, physical competence, teamwork and wellbeing





National Curriculum Requirement	Storyybrook Evidence
Languages	Progressive French curriculum developing listening, speaking, reading and writing skills
PSHE / Personal Development	HeartSmart curriculum alongside wider personal development opportunities supporting emotional literacy, wellbeing and relationships

Curriculum Coverage Assurance

Curriculum coverage is secured through a structured process of progression planning, curriculum review and quality assurance. Leaders ensure that all pupils receive their full educational entitlement through carefully sequenced learning experiences and ongoing monitoring of curriculum implementation.

Curriculum coverage is assured through:

- whole-school progression maps
- detailed schemes of learning
- Reading Spine progression
- subject progression documentation
- mixed-age curriculum planning cycles
- curriculum review meetings
- assessment and progress information
- work scrutiny and pupil voice
- annual curriculum audits and quality assurance activities

This process ensures curriculum breadth, balance and progression remain secure whilst maintaining ambitious expectations and specialist SEMH support.

Progression Across Storyybrook

Progression within the curriculum is not defined solely by increasing content but through increasing complexity of thinking and application.

Pupils increasingly move from:

Knowledge acquisition

→ identifying, recognising and describing

Disciplinary thinking

→ questioning, comparing, interpreting and explaining





Independent application

→ justifying, evaluating and communicating understanding independently

This progression enables pupils to build secure foundations whilst preparing for future learning and successful transition.

Curriculum Coverage Assurance Statement

Storyybrook leaders regularly review curriculum coverage and progression to ensure pupils receive their full educational entitlement.

Leaders monitor:

- curriculum progression maps
- schemes of work
- National Curriculum coverage audits
- assessment information
- pupil voice
- work scrutiny
- retrieval evidence
- reading and vocabulary progression
- curriculum review meetings

This monitoring ensures curriculum coverage remains secure, ambitious and responsive to pupil need whilst maintaining full alignment with statutory expectations.

How Storyybrook Meets Independent School Standards (ISSRs)

Independent School Standards: Quality of Education

The Storyybrook curriculum has been designed to meet the requirements of the Independent School Standards relating to the quality of education provided within independent schools.

The curriculum provides full-time supervised education for pupils of compulsory school age and promotes pupils' intellectual, linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development.

Curriculum design ensures pupils receive a broad, balanced and ambitious educational experience which prepares them for future learning and successful participation in wider society.

As a specialist SEMH setting, the curriculum has been designed so that adaptation supports access to learning whilst maintaining high expectations and curriculum entitlement.

Learning experiences are sequenced carefully to ensure pupils increasingly know more, remember more and can do more over time.

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Independent School Standards Compliance Overview

Independent School Standard Requirement	Storybrook Evidence
Full-time supervised education for pupils of compulsory school age	Pupils receive a broad, balanced and carefully sequenced curriculum delivered through structured teaching, purposeful learning experiences and specialist support
Linguistic development	Whole-school Reading Progression, Reading Spine, Read Write Inc., explicit vocabulary instruction, disciplinary reading and structured oracy opportunities
Mathematical development	White Rose Maths curriculum providing progressive mathematical knowledge, fluency, reasoning and problem-solving
Scientific development	Progressive science curriculum incorporating substantive knowledge and Working Scientifically skills including observation, investigation, prediction, evidence use and evaluation
Technological development	Computing curriculum including digital literacy, online safety, communication, information handling and programming
Human and social development	Personal Development curriculum, RE, wider curriculum opportunities and relationship-centred approaches
Physical development	Get Set 4 PE curriculum, outdoor learning, movement opportunities and wider wellbeing provision
Aesthetic and creative development	Art, music, design technology and creative curriculum experiences integrated across learning
Preparation for opportunities, responsibilities and experiences of later life	Independence progression, communication skills, resilience development, problem-solving, emotional literacy and wider personal development





Independent School Standard Requirement	Storybrook Evidence
Development of speaking, listening and communication skills	Oracy opportunities embedded throughout curriculum units through discussion, storytelling, questioning, performance and presentation
Development of personal responsibility and respect for others	Curriculum values, relational approaches, personal development learning and respectful discussion opportunities

The curriculum prepares pupils for future opportunities, responsibilities and experiences through the development of communication skills, independence, resilience, decision-making, self-awareness and participation within wider society.

Equality, Inclusion and Accessibility

The Storybrook curriculum has been designed in accordance with:

- Equality Act 2010
- SEND Code of Practice (2015)
- Children and Families Act 2014

Curriculum planning recognises that pupils may require additional support to access learning successfully. Adaptation is designed to remove barriers to learning whilst maintaining ambitious expectations and preserving curriculum integrity.

Curriculum access is supported through:

- adaptive teaching approaches
- visual supports
- explicit modelling
- vocabulary pre-teaching
- oral rehearsal opportunities
- sensory and movement opportunities
- communication support
- emotional regulation strategies
- alternative methods of recording learning

The curriculum is designed to promote equality of opportunity and ensure pupils can participate meaningfully within all aspects of school life.





Spiritual, Moral, Social and Cultural Development (SMSC)

Spiritual, Moral, Social and Cultural development is embedded throughout the Storybrook curriculum and wider school experience.

Pupils are provided with opportunities to:

Spiritual development

- reflect upon feelings, beliefs and personal experiences
- explore curiosity and awe within learning

Moral development

- understand right and wrong
- consider consequences and make responsible choices

Social development

- cooperate, communicate and build relationships
- participate positively within communities

Cultural development

- understand and respect similarities and differences
- explore diverse beliefs, traditions and experiences

SMSC opportunities are woven throughout curriculum units rather than taught in isolation.

Independent School Standards Assurance Statement

Storybrook leaders regularly monitor and evaluate curriculum provision to ensure Independent School Standards continue to be met consistently.

Leaders review:

- curriculum progression and coverage
- learning experiences and curriculum implementation
- pupil engagement and participation
- assessment information
- personal development opportunities
- equality and accessibility
- curriculum impact over time

This process ensures pupils receive an ambitious, inclusive and appropriately adapted education which fully supports both academic progress and wider personal development.





How Storyybrook Meets the Ofsted Education Inspection Framework (EIF)

Education Inspection Framework (EIF)

The Storyybrook curriculum has been designed to align with the principles of the Education Inspection Framework (EIF) by ensuring pupils receive an ambitious, carefully sequenced and inclusive curriculum which enables them to know more, remember more and do more over time.

Curriculum design at Storyybrook recognises that pupils with Social, Emotional and Mental Health needs may require additional support to access learning successfully. Adaptation within the curriculum is designed to remove barriers to learning whilst maintaining ambition and preserving curriculum entitlement.

The curriculum has been developed to demonstrate strong alignment across:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

Quality of Education

The Storyybrook curriculum is designed to ensure pupils progressively acquire substantive knowledge, develop disciplinary thinking and apply learning with increasing confidence and independence.

Intent

Curriculum intent at Storyybrook is demonstrated through:

- an ambitious and broad curriculum offer
- carefully sequenced progression across all subjects
- clear substantive and disciplinary knowledge development
- mixed-age curriculum structures designed around progression rather than repetition
- explicit vocabulary and communication development
- reading as a central driver of curriculum access
- adaptive approaches that support access without reducing ambition
- curriculum experiences designed to prepare pupils for future learning and successful transition

Leaders ensure curriculum planning is based upon:

- what pupils should know
- what pupils should remember
- how pupils increasingly think within subjects
- how pupils apply learning independently





Implementation

Curriculum implementation at Storyybrook is supported through consistent approaches across all curriculum areas.

Implementation includes:

- predictable classroom routines
- explicit teaching and modelling
- scaffolded learning opportunities
- vocabulary pre-teaching and rehearsal
- retrieval practice
- purposeful repetition
- reading opportunities across the curriculum
- adaptive teaching strategies
- emotional regulation support
- structured discussion and oracy opportunities
- practical and experiential learning
- opportunities for increasing independence

Teaching approaches are designed to support pupils with SEMH needs whilst preserving challenge and curriculum ambition.

Leaders ensure that pupils move progressively from:

identify → describe → explain → justify → evaluate → independently apply

Impact

Curriculum impact is measured through a range of qualitative and quantitative evidence sources.

Leaders monitor whether pupils:

- know more over time
- remember more over time
- use increasingly precise vocabulary
- demonstrate greater independence
- apply knowledge in new contexts
- communicate understanding confidently
- develop increasingly sophisticated disciplinary thinking

Evidence reviewed includes:

- assessment information
- retrieval opportunities and outcomes
- work scrutiny
- pupil voice





- learning walks
- reading fluency checks
- vocabulary use
- moderation activities
- curriculum progression reviews
- final outcomes and presentations
- TrackAble assessment information

Leaders use this evidence to identify strengths, adaptations and next steps for curriculum improvement.

Behaviour and Attitudes

The Storybrook curriculum recognises that emotional wellbeing and learning readiness are closely connected.

The curriculum supports positive behaviour and attitudes through:

- relational and trauma-informed approaches
- predictable routines
- emotional regulation opportunities
- high expectations alongside appropriate support
- positive participation and engagement opportunities
- development of resilience and confidence
- explicit teaching of self-regulation and communication skills

The curriculum reflects the understanding that:

- Behaviour is communication
- Relationships are central
- Safety, belonging and trust come first

Practice is consistently underpinned through:

Regulate → Relate → Repair → Reflect

Personal Development

Personal development is embedded throughout the Storybrook curriculum rather than taught in isolation.

Pupils are supported to develop:

- emotional literacy
- self-awareness
- confidence
- resilience
- communication skills





- relationships
- independence
- respect for others
- wider-world understanding
- preparation for future learning and life beyond school

Opportunities for personal development include:

- Personal Development Learning (PDL)
- HeartSmart curriculum
- wider curriculum experiences
- discussion and reflection opportunities
- outdoor learning opportunities
- reading and literature experiences
- pupil leadership opportunities
- collaborative learning

Leadership and Management

Leaders ensure that curriculum implementation and impact are regularly monitored and evaluated to secure continuous improvement.

Leaders monitor:

- curriculum coverage and progression
- consistency of curriculum implementation
- quality of adaptive teaching
- reading progression and fluency
- assessment information
- pupil voice
- work scrutiny
- learning walks
- moderation activities
- curriculum progression audits
- staff professional development needs

Leaders use this information to ensure the curriculum remains:

- ambitious
- inclusive
- coherent
- responsive to pupil needs
- aligned with statutory requirements





Education Inspection Framework Assurance Statement

The Storyybrook curriculum demonstrates strong alignment with the Education Inspection Framework through an ambitious curriculum offer, carefully sequenced progression, inclusive practice and robust systems for monitoring impact.

Leaders are committed to ensuring pupils experience a curriculum that enables them to know more, remember more and do more over time whilst developing confidence, independence and readiness for future success.

Assessment, Monitoring and Leadership Evaluation

Assessment Principles at Storyybrook

Assessment at Storyybrook is designed to support high-quality teaching, identify pupils' next steps and ensure that pupils increasingly know more, remember more and can do more over time.

Assessment is used to:

- identify starting points and individual needs
- monitor progress over time
- inform adaptive teaching
- identify gaps and misconceptions
- evaluate curriculum effectiveness
- support pupil confidence and success
- monitor both academic and wider developmental outcomes

Assessment approaches recognise that pupils with Social, Emotional and Mental Health needs may demonstrate learning in different ways and at different rates. Assessment therefore considers both academic achievement and wider indicators of development whilst maintaining ambitious expectations.

Assessment at Storyybrook supports access and progression without reducing curriculum entitlement.

The Proprietor and Governors receive regular reports regarding curriculum implementation, pupil progress, personal development and quality assurance activity to ensure effective oversight and continuous improvement.

Assessment Framework

Assessment is implemented through a combination of formative and summative approaches.





Assessment Type	Purpose	Examples
Assessment for Learning	Identify understanding and adapt teaching	questioning, discussion, mini-plenaries, observation, verbal feedback
Retrieval Assessment	Monitor retention of learning over time	flashback questions, retrieval quizzes, vocabulary recall, knowledge organisers
Assessment of Learning	Evaluate learning at key points	final outcomes, written work, practical outcomes, presentations
Diagnostic Assessment	Identify misconceptions and barriers	observations, discussion, targeted assessment activities
Progress Assessment	Monitor long-term development	TrackAble assessment information, curriculum review points
Wider Development Assessment	Monitor personal and SEMH development	Motional assessments, personal targets, pupil reflection

Curriculum Assessment

Curriculum assessment is designed around three key principles:

Substantive Knowledge

Leaders monitor whether pupils:

- remember key knowledge and concepts
- use increasingly precise vocabulary
- recall prior learning
- make links between learning

Disciplinary Thinking

Leaders monitor whether pupils increasingly:

- ask questions
- investigate ideas
- compare and explain thinking
- justify responses using evidence
- evaluate information and conclusions





Independent Application

Leaders monitor whether pupils increasingly:

- communicate ideas confidently
- apply knowledge in unfamiliar contexts
- work independently
- select strategies and resources
- demonstrate resilience and confidence

Leadership Monitoring and Evaluation

Leaders monitor curriculum implementation and impact through a range of evidence sources to ensure consistency, effectiveness and continuous improvement.

Leaders Monitor Impact Through:

Monitoring Activity	Purpose	Evidence Reviewed	Frequency
Learning walks	Evaluate implementation and adaptive practice	classroom routines, engagement, adaptive teaching, curriculum delivery	Half-termly
Book looks	Review curriculum coverage and progression	evidence of knowledge, disciplinary thinking and progression	Half-termly
Work scrutiny	Evaluate quality and consistency	challenge, presentation, application and progression over time	Termly
Pupil voice	Assess understanding and curriculum experience	vocabulary, confidence, recall, enjoyment and reflections	Half-termly
TrackAble assessment reviews	Monitor progress and identify next steps	attainment, progress and trends	Ongoing / termly
Moderation activities	Ensure consistency of expectations	evidence of standards and progression	Termly





Monitoring Activity	Purpose	Evidence Reviewed	Frequency
Reading and vocabulary reviews	Monitor reading development	fluency, comprehension, disciplinary reading and vocabulary	Termly
Curriculum review meetings	Evaluate effectiveness and next steps	strengths, adaptations and actions	Termly
Curriculum progression audits	Review sequencing and curriculum integrity	progression maps and curriculum design	Annual
Leadership evaluation	Evaluate whole-school curriculum impact	combined evidence from all monitoring activities	Annual

Using Assessment Information

Leaders use assessment information to:

- identify strengths and next steps
- identify pupils requiring additional support or challenge
- evaluate curriculum implementation
- monitor progress across pupil groups
- inform staff professional development
- identify trends and emerging needs
- support curriculum refinement and improvement

Assessment information is used to improve outcomes and remove barriers rather than simply measure performance.

Assessment and monitoring systems at Storybrook ensure leaders maintain an accurate understanding of curriculum implementation and impact.

Through ongoing monitoring and evaluation, leaders ensure that:

- pupils know more over time
- pupils remember more over time
- pupils increasingly apply learning independently
- curriculum ambition remains high
- curriculum access is secured for all pupils
- curriculum provision remains responsive, effective and aligned with statutory expectations



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This process supports continuous improvement and helps ensure all pupils experience success within an ambitious and inclusive curriculum.

Assurance Statement

Storyybrook Curriculum Assurance Statement

The Storyybrook curriculum has been designed to provide an ambitious, coherent and inclusive educational experience which successfully balances statutory expectations with the specialist needs of pupils with Social, Emotional and Mental Health needs.

Leaders are committed to ensuring that all pupils receive their full educational entitlement and access a curriculum which enables them to experience success, develop confidence and prepare for future learning and life beyond school.

This framework demonstrates that the Storyybrook curriculum:

- ✓ provides a broad and balanced curriculum offer
- ✓ aligns with the expectations of the Primary National Curriculum
- ✓ meets the requirements of the Independent School Standards (ISSRs)
- ✓ aligns with the principles of the Education Inspection Framework (EIF)
- ✓ reflects the principles of the SEND Code of Practice and Equality Act 2010
- ✓ supports pupils with SEMH needs without reducing curriculum ambition
- ✓ promotes strong communication, vocabulary and reading development
- ✓ develops substantive knowledge, disciplinary thinking and independent application
- ✓ provides progression across academic, personal and social development
- ✓ prepares pupils for future learning, successful transition and participation within wider society

Curriculum Assurance at Storyybrook

Leaders ensure that curriculum quality is maintained through ongoing monitoring, evaluation and review.

Curriculum assurance includes:



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- review of curriculum progression and sequencing
- assessment and progress analysis
- monitoring of teaching and learning
- pupil voice and stakeholder feedback
- reading and vocabulary reviews
- moderation and quality assurance activities
- review of curriculum impact over time
- adaptation and refinement informed by evidence

This process ensures the curriculum remains:

- ambitious
- coherent
- inclusive
- responsive
- evidence-informed
- appropriately adapted
- aligned with statutory requirements

Commitment to Continuous Improvement

Storyybrook recognises that curriculum development is an ongoing process.

Leaders are committed to continual evaluation and refinement to ensure the curriculum remains responsive to:

- emerging research and evidence-informed practice
- pupil need and cohort profile
- statutory requirements and guidance
- specialist SEMH approaches
- stakeholder feedback
- future educational developments

Continuous improvement supports the school's aim that pupils increasingly:

know more → remember more → think more deeply → apply learning more independently

Final Leadership Assurance Statement

The Proprietor, Governors and School Leaders are satisfied that the Storyybrook curriculum provides an ambitious, carefully sequenced and appropriately adapted curriculum which meets statutory expectations and supports pupils to achieve strong academic, personal and developmental outcomes.

The curriculum reflects the school's values and ethos:

- Behaviour is communication





- Relationships are central
- Safety, belonging and trust come first
- All practice is trauma-informed

Through this curriculum, Storyybrook aims to ensure pupils become increasingly confident, resilient and successful learners who are prepared for the next stage of education and life beyond school.

