



Outcomes
First Group

Avonside School Curriculum Policy

Document History

Version	Comments/amendments	Name	Date
1	New policy document	Tracy McEwen	01/09/2024
2	Review and edit to reflect changes to implementation	Nicola Walker	10/06/2025
3	Review and edit to reflect changes to implementation	Emily Hanbury	01/09/2026

To be read in conjunction with:

- Assessment Policy
- Accessibility Policy
- Equality of Opportunity Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Online Safety Policy
- Careers Education and Guidance Policy
- Marking and Feedback Policy
- SMSC Policy

Contents

1. **School Context**
2. **Avonside's Aims & Intent**
3. **Curriculum Implementation**
 - Class structures and learning pathways
 - Curriculum delivery
4. **Curriculum Impact**

School Context

Avonside School is a specialist day school for young people aged 13 to 19 with complex needs, including communication difficulties, social, emotional and mental health (SEMH) needs, and autism, often students will have other specific learning differences too. Many students have experienced significant challenges in their previous educational placements, including disrupted schooling, poor attendance, exclusion, unmet special educational needs, and prolonged periods without access to full-time education. As a result, students often arrive with gaps in learning, reduced confidence as learners, and negative perceptions of school based on previous experiences. ■

All students have an Education, Health and Care Plan (EHCP) and are placed by a range of local authorities. Many have previously experienced significant barriers to learning, impacting their ability to access education effectively.

At Avonside, we provide a nurturing therapeutic learning environment where every student is supported to achieve their full potential. We view the curriculum in its widest sense, encompassing every planned learning experience, both within and beyond the classroom. It is designed to develop students academically, socially, emotionally and therapeutically, enabling them to become successful learners, confident individuals and responsible citizens.

Recognising that all students join us having experienced disruption to their education, we use robust assessment, EHCP outcomes, Readiness to Learn data and a detailed understanding of individual needs to create personalised learning pathways. Our broad, balanced and ambitious curriculum is carefully sequenced to build knowledge, skills and understanding in academics, vocational areas and personal development, while removing barriers to learning and promoting sustained engagement.

Underpinned by high expectations and inclusive practice, the curriculum promotes students' intellectual, physical, social, moral and cultural development. Rich enrichment opportunities, therapeutic support and meaningful community engagement ensure that SMSC development and cultural capital are woven throughout the curriculum, preparing students with the knowledge, qualifications, confidence and resilience needed to thrive in further education, employment and adult life.

Avonside's Aims, Values & Intent

At Avonside we aim to provide a small class-based learning environment where every student is seen, heard and truly matters. Our curriculum enables students to actively engage in meaningful learning; with professionals working together to ensure a trauma informed holistic approach - supporting all to be the best that they can be.

To help students achieve this we start by reinforcing being: **Ready, Respectful and Safe**. This then enables us to work with students towards being:

Confident Individuals, Successful Learners and Responsible Citizens.



CONFIDENT INDIVIDUALS who:

- Form and maintain positive relationships that can last
- Work independently and collaboratively
- Understand that change will occur, learning to adapt
- Inspire others through their authenticity and determination

Developing social skills, understanding and resilience



SUCCESSFUL LEARNERS who:

- Acquire the skills needed to prepare them for their future
- Ask questions and communicate their views
- Follow their interests with curiosity
- Take on challenges and learn from them, feeling a sense of achievement

Always doing your best



RESPONSIBLE CITIZENS who:

- Express their own emotions and feelings, whilst having awareness of others
- Manage their own emotions and behaviours, acting respectfully and responsibly
- Take accountability for their own wellbeing and support others with theirs
- Make a difference to their home, community, and the wider world

Maintaining positive relationships and following community expectations

With students we talk about and use the Avonside **SKILLS**:



Our Curriculum Philosophy

Across all pathways, a trauma-informed approach, nurturing relationships and the consistent development of safety and trust remain fundamental. Progression is not determined solely by age or academic attainment, but by each young person's individual readiness, emotional development, engagement and growing independence.

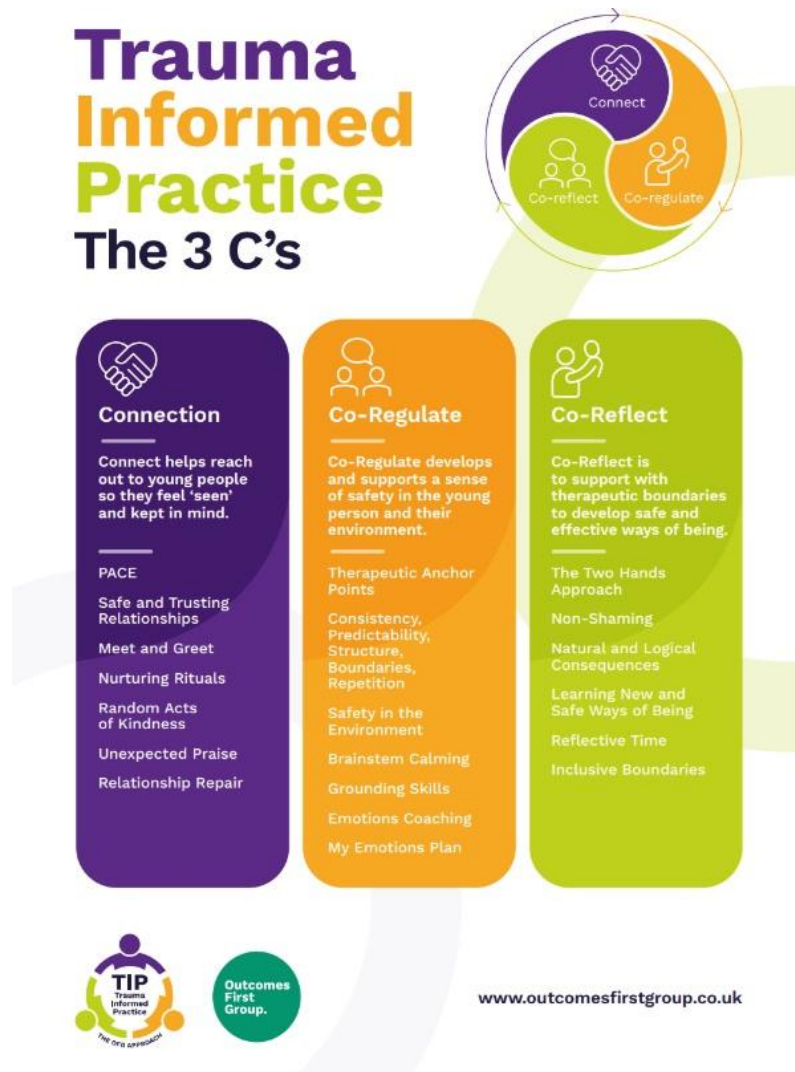
Personal development and PSHE are the golden thread woven throughout every pathway, underpinning the Avonside skills that form the foundation of our curriculum.

1. Curriculum Implementation

At the heart of our curriculum lies Avonside's therapeutic and trauma-informed practice. This is because we understand the impact of early trauma and how repeated traumatic experiences and insecure attachments in childhood and throughout education can have a devastating effect upon a student's development: cognitively, socially, and emotionally. Before any formalised learning can take place, we must build relationship.

Trauma Informed Practice

The 3 C's



This is fundamental to our curriculum design and underpins all aspects of curriculum delivery.

Class Structures & Learning Pathways

All students begin their journey at Avonside School in the Transition Class, typically for 4 to 6 weeks, however this can be shortened or elongated depending upon the needs of the young person. This provides a carefully planned and supportive introduction to school, particularly for students who may have experienced prolonged periods of disrupted education or non-attendance.



During this period, staff prioritise relationship-building, assessment and engagement. Baseline assessments in reading and mathematics, alongside SEND profiling and a Readiness to Learn assessment, enable staff to gain a comprehensive understanding of each student's strengths, needs and barriers to learning. This information informs the development of personalised support and placement within the most appropriate curriculum pathway.

The Transition Class also provides structured opportunities for students to establish routines, understand expectations and develop a sense of belonging within the school community. Through a graduated and well-supported integration process, students are enabled to build confidence, readiness for learning and independence before progressing to either a Semi-Formal or Formal Learning Pathway.

At the point of transition, the primary focus is on establishing safety, trust and a sense of belonging. Learning is highly personalised and relational, with nurturing relationships with trusted adults providing the foundation for engagement and progress. Opportunities to develop positive relationships with peers are introduced and supported according to each young person's readiness.

Our transition pathway recognises that many young people need to feel safe, develop trust and build positive relationships before they are ready to engage fully in learning. Through a trauma-informed, nurturing and relational approach, we prioritise emotional safety, belonging and individual readiness, ensuring that each young person's learning journey is personalised to their social, emotional and mental health (SEMH) needs, Education, Health and Care Plan (EHCP) outcomes and individual starting points.

Learning is shaped by individual SEMH needs and EHCP targets, with an emphasis on emotional regulation, communication, social understanding, confidence and the development of essential life skills. Oracy and reading are prioritised to support communication, self-expression and access to future learning. Practical experiences, outdoor learning and preparation-for-adulthood activities provide meaningful opportunities to

build independence, resilience and connection with the world around them.

Throughout this pathway, PSHE and RSE underpin daily interactions and experiences, supporting young people to understand themselves, develop trust, recognise emotions, establish boundaries and begin to build safe, healthy relationships. The focus is on creating the conditions in which each young person feels secure enough to begin learning.

Semi-formal Learning Pathway

The Semi-Formal Learning Pathway is an opportunity to provide a personalised and highly supported curriculum for students who require a more integrated approach to learning. These students may score lower on the 'readiness to learn' assessment and may have greater risk profiles. Whilst students would still be taught by subject specialists, learning is carefully connected through thematic experiences to strengthen engagement, understanding and the application of knowledge across the curriculum. On this pathway learning is fully aligned to the students EHCP targets and interests to ensure re-engagement with schooling and learning. All students on this pathway still receive integrated SMSC and careers teaching and learning. It is planned in a bespoke way to meet student need on an individual basis, with timetables reviewed and adjusted every 6-12 weeks to ensure progress.

Students on the Semi-Formal Learning Pathway will work towards building confidence by achieving AQA Unit awards in their subjects of interest and gaining:

- Functional Skills: English and Mathematics

Building on the foundations of safety, trust and positive relationships, this pathway retains all the personalised, relational and trauma-informed elements of transition while introducing more structured core learning.

English and mathematics are taught explicitly, with opportunities to apply and practise skills through meaningful, contextualised learning experiences. Oracy, reading, communication, emotional regulation and independence remain central to the learning process, supporting young people to develop the confidence and skills needed to access a broader curriculum.

At this stage, PSHE and RSE are taught both **explicitly as planned areas of learning and implicitly through the wider curriculum, in the moment opportunities and everyday school life**. This dual approach ensures that young people receive dedicated teaching in areas such as health and wellbeing, relationships, identity, personal safety, consent, respect and living in the wider world, while also experiencing these principles through positive relationships, collaborative activities and consistent adult modelling.

Learning is responsive to individual needs and EHCP outcomes, with carefully supported opportunities to develop engagement, perseverance, independence and readiness for greater challenge.

Formal Learning Pathway's

The Formal Learning Pathway's are split into pre and post 16 pathways.

These are designed for students who are able to engage with a broader academic curriculum delivered through discrete subject teaching. Students access a broad, balanced and ambitious curriculum that builds knowledge and skills progressively across subjects, while maintaining the therapeutic support and high expectations that underpin all learning at Avonside School.

Pre-16 Formal Learning Pathway

Students on the Pre-16 Formal Learning Pathway will study the Avonside core subjects:

- PE

PE is a core element of our curriculum because it directly supports the development of self-regulation, resilience, confidence, relationships and emotional wellbeing. For students with SEMH needs, these are fundamental to improving readiness to learn, engagement and successful access to the wider curriculum. As a result, PE is given significant curriculum time as both an educational and therapeutic vehicle for improving outcomes.

- English, with a separate additional focused lesson on Reading
- Mathematics
- Science

English, mathematics and science are prioritised because they provide the knowledge, skills and qualifications that have the greatest impact on students' future life chances. English and mathematics develop the essential literacy, numeracy and communication skills needed for independent living, employment and further education, securing these qualifications opens doors to future opportunities. Science and PE work together to develop students' understanding of physical and mental wellbeing, healthy lifestyles and the impact of exercise on the body, supporting them to make informed choices about their health.

Students also study:

- Art
- Construction
- Cooking
- Hair, Beauty and Barbering
- IT
- Humanities (Geography & History)
- PSHE/RSE
- SMSC
- Careers

Students participate in a discrete weekly SMSC lesson that explicitly develops their spiritual, moral, social and cultural understanding. SMSC however, is also woven throughout the curriculum, with planned opportunities across all subjects to promote personal development, positive relationships, British values, cultural awareness, ethical understanding and preparation for life in modern Britain.

Students participate in a discrete weekly careers lesson that explicitly develops their understanding of future pathways, employability skills, further education, training and employment opportunities. Careers education is also embedded throughout the curriculum, with all subjects providing meaningful opportunities to develop workplace skills, make links to the wider world and help pupils understand how their learning can support their aspirations and future life chances.

As young people develop greater emotional security, confidence and readiness to learn, they are supported to access an increasingly broad and engaging curriculum. This pathway builds on the personalised foundations and core learning, extending opportunities for exploration, creativity, knowledge acquisition and the development of vocational skills.

The wider curriculum includes thematic and project-based learning across humanities, art and cookery. Topic-based learning provides opportunities to make connections across subjects, develop curiosity, apply English and mathematics skills in meaningful contexts, and explore the world beyond the classroom. Life skills and preparation-for-adulthood learning continue to develop independence, self-advocacy, communication and practical competence.

PSHE and RSE remain central to this offer, both as explicit curriculum areas and as the underpinning principles that shape all learning experiences. Through collaborative projects, creative activities, practical challenges and wider-world learning, young people develop their understanding of identity, diversity, relationships, responsibility, wellbeing and their place within the community. Guided by statutory RSE, purposeful discussions and practical activities support young people to make safer, healthier and informed decisions.

The curriculum continues to be differentiated and personalised, ensuring that progression is responsive to each young person's needs, interests, EHCP outcomes and aspirations. The aim is to enable young people to participate more confidently in learning, make meaningful choices, develop positive healthy relationships, identify and manage risk and prepare for adulthood.

Students on the Formal Learning Pathway are working towards gaining the following qualifications:

- Functional Skills: English and Mathematics
- and/or
- GCSE: Foundation or Higher Maths and/or English Language.
 - Arts Award.
 - BTEC Entry Level 1 in Pre-Vocational Study.

Additional qualifications are selected through a personalised pathway approach, taking account of each student's strengths, aspirations, readiness to learn and individual needs.

Post-16 Formal Learning Pathway

The Post-16 Formal Learning Pathway is based upon the four Preparation for Adulthood outcomes: Employment, Independent Living, Community Inclusion, Health and Wellbeing and Personal Development.

Under 'Employment' they will study:

- English with a separate additional focused lesson on Reading
- Mathematics
- Digital Literacy
- Careers - Employability Skills (NCFE LEVEL 1 or 2)

Students will be working towards a Functional Skills qualification in each of these.

And select two optional course from:

- Construction & the Built Environment
- Information & Creative Technology
- Art and Design
- Hairdressing, Beauty and Barbering

Students will be working towards a BTEC qualification in each of these.

Under 'Independent Living' they will study:

- Money management and financial literacy
- Domestic skills and home management
- Health, personal wellbeing and safety
- Community access and independent travel
- Self-Advocacy

Students will be working towards an AQA unit award in each of these.

And select one optional course from:

- Hospitality (BTEC qualification)
- Managing your Money (NCFE LEVEL 1)
- Investigating Enterprise Skills

Under 'Community and Inclusion' they will study:

- Citizenship
- Social and community inclusion
- Community engagement and inclusion
- Anti-social and illegal activity
- Equality and diversity
- Medical emergencies

Students will be working towards an AQA unit award in each of these.

Under 'Health and Wellbeing' they will study:

- PSHE/RSE

And select one optional course from:

- Sport (NCFE L1)
- Sport Exercise and fitness (NCFE L2)
- Gym Instruction (NCFE L2)

Tutor Time

Following breakfast, which provides a calm and purposeful transition into the school day, all students take part in daily tutor time.

Tutor time delivers a structured programme of development focused on wellbeing, safeguarding, current affairs, RSHE and EHCP outcome review. These 'Time Focused Chats' are informed by students voice and cohort need, promoting oracy, communication skills, personal development and preparation for life in modern Britain, while ensuring students regularly reflect on and review their individual targets and progress.

Themes follow a weekly format of:

Monday – Wellbeing

Tuesday – Safeguarding

Wednesday – Current Affairs/World News

Thursday – RSHE

Friday – EHCP Target Review

EHCP Targets

EHCP outcomes are embedded across the curriculum and are visible within staff planning to ensure they are consistently targeted in all lessons. Staff and students are expected to know and work towards these outcomes, promoting a shared understanding of individual priorities and next steps. Progress is reviewed weekly during Friday tutor time, enabling students and staff to reflect on achievements, monitor development and identify future actions.

Curriculum Delivery

The Curriculum will:

- Annually, build upon students' prior knowledge and help them to store knowledge in their long-term memory so they make progress by knowing more and remembering more.
- Ensure that the right components are embedded in long-term memory to ensure students are able to perform more complex tasks.
- Provide students with opportunities to 'overlearn' key concepts through repeated recall to secure learning.
- Contribute to the achievement of overall subject goals.
- Ensure that all students are able to achieve the best possible outcomes.

It is the responsibility of the Headteacher to ensure that the staff team are aware of and understands this policy and any subsequent revisions.

This policy complies with the Independent School Standards Part 1: Quality of Education, paragraph 2(1)(a)

Reading

Reading is a key priority across the curriculum.

Students access a structured phonics programme (KS3 Phonics) where needed, for students where phonics is no longer supporting progress, interventions such as *Toe by Toe*, to develop decoding, fluency and sight vocabulary are utilised.

Reading ability is assessed through STAR Reading to identify starting points and appropriate challenge, with students then accessing Accelerated Reader through physical texts or MyON.

All students engage in regular reading opportunities, including at least one weekly skilled listener session, to promote reading fluency, comprehension, vocabulary development and a love of reading.

Progress is closely monitored and, where pupils are not making expected progress, targeted intervention is identified and coordinated through the SENCo and wider multidisciplinary team to ensure barriers to learning are addressed promptly.

English

English is delivered through a coherent curriculum that develops literacy, communication and preparation for adulthood across all learning pathways. Lesson planning and resourcing are informed by Oak Academy, ensuring a structured and sequenced approach to the development of reading, writing, speaking and listening skills.

Students study high-quality fiction and non-fiction texts through an *I Do, We Do, You Do* model that promotes confidence, fluency and independence. Curriculum content is adapted to meet individual needs whilst

maintaining age-appropriate themes and ambition, with pathways ranging from English Anywhere for learners requiring highly personalised support, building confidence in reading and writing through short, practical tasks; through to Functional Skills qualifications and GCSE English Language.

Post-16 students continue to develop literacy through real-world contexts such as employment, independent living and further education, with accreditation pathways matched to their individual strengths, needs and aspirations.

Ongoing assessment informs personalised next steps, ensuring all pupils make progress from their starting points and are well prepared for their future destinations

Mathematics

Mathematics is delivered through the OFG Maths Curriculum, underpinned by the principles of Teaching for Mastery and supported by the White Rose Maths scheme.

Learning is carefully sequenced from each student's individual starting point, with high expectations and flexible pathways ensuring appropriate challenge and progression. Lessons utilise a concrete-pictorial-abstract approach, incorporating practical resources and visual representations to develop deep conceptual understanding, mathematical fluency, reasoning and problem-solving skills.

Regular assessment, including STAR Maths, is used to identify learning gaps, inform curriculum pathways and monitor progress, enabling timely intervention where required. Mathematics is taught in meaningful contexts to develop both academic achievement and the numeracy skills required for independence, further education, employment and adult life.

Science

Science is delivered through the OFG Science Curriculum, which provides a carefully sequenced pathway of learning tailored to students' developmental stage and needs.

Lessons are practical, engaging and enquiry-based, with explicit teaching of scientific knowledge, vocabulary and investigative skills. The curriculum promotes curiosity, critical thinking and an understanding of the relevance of science to everyday life, health and future employment. Through a range of hands-on experiences and structured scientific enquiries, students develop the knowledge and skills needed to understand themselves and the world around them, while learning about health, exercise, sustainability and personal safety.

Assessment is used to inform planning and ensure students make progress from their individual starting points, with learning adapted across pre-formal, semi-formal and formal pathways as appropriate.

PSHE/RSE

Our curriculum is underpinned by Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE), which form the foundations of all learning and development. Rather than being viewed as isolated subjects, PSHE and RSE are woven throughout the curriculum, shaping our relationships, routines, learning experiences and the development of the knowledge, skills and confidence young people need to thrive.

PSHE and RSE are embedded in the everyday interactions between staff and young people, where moments of curiosity, uncertainty or challenge become valuable opportunities for learning. Through professional curiosity, sensitive questioning and thoughtful guidance, staff support young people to explore their views,

navigate complex situations, consider different perspectives and critically evaluate the information, messages and influences they encounter in their daily lives.

PSHE and RSE are delivered through the Pol-Ed programme, providing a structured and progressive curriculum that develops students' knowledge, skills and understanding of relationships, health, wellbeing, safety, citizenship and preparation for adulthood.

Learning is age-appropriate, responsive to cohort need and promotes personal development, emotional literacy and informed decision-making.

Assessment and ongoing pastoral oversight ensure that students receive the support they need, with targeted interventions delivered by the pastoral team where additional input is required to address specific social, emotional, behavioural or safeguarding needs and remove barriers to successful engagement and personal development.

For further information, please refer to the PSHE/RSE Policy.

Art

Art is delivered through a bespoke curriculum designed to develop creativity, resilience, confidence and self-expression.

Teacher assessment determines whether pupils follow the Art specific Semi-Formal or Formal pathway, ensuring learning is appropriately matched to individual strengths, needs and aspirations. The curriculum provides a progressive sequence of learning that develops technical skills, artistic knowledge and creative independence through areas such as drawing and mark-making, colour theory, portraiture, sculpture, mixed media and portfolio development. Students are encouraged to experiment, reflect, evaluate and communicate their ideas while building cultural capital through engagement with artists, exhibitions and creative experiences.

All students work towards the Arts Award Bronze, with progression to Arts Award Silver or GCSE Art where appropriate.

Cooking

Cooking is delivered through a progressive pathway that develops students' independence, life skills and employability.

All students begin with the Jamie Oliver Ministry of Food programme, which provides a foundation in essential culinary skills, food hygiene, nutrition, food provenance and safe kitchen practices.

As students progress, they can access accredited qualifications through AQA Unit Awards, NCFE Level 1 and Level 2 Food and Cookery, and, at Post-16, BTEC Hospitality. This structured pathway enables students to develop practical skills, healthy lifestyle knowledge and industry-relevant experience, supporting preparation for adulthood, further education and future employment opportunities.

PE

Physical Education is delivered through the OFG PE Curriculum, which provides a flexible, inclusive and progressive curriculum designed to meet the diverse needs of students within our SEMH setting. The curriculum is built around the development of fundamental movement skills, physical fitness, resilience, self-

confidence, teamwork and healthy lifestyles, while promoting students' social, emotional and mental wellbeing.

Learning is carefully adapted to individual starting points and pathways, enabling all students to develop competence, knowledge and confidence across a broad range of physical activities, including games, fitness, outdoor education, dance and inclusive sports. The curriculum explicitly develops the interconnected strands of *Move, Think, Me and Connect*, ensuring pupils build physical competence alongside decision-making, self-regulation, leadership, cooperation and cultural awareness.

Opportunities for accredited learning, including NCFE Level 1 Sport support progression into further education, employment and active participation in society.

Humanities - Geography & History

Humanities provides a broad and balanced study of History and Geography, enabling students to develop their understanding of the world, past and present, whilst building key disciplinary knowledge and enquiry skills.

Through carefully sequenced topics, students explore significant historical events, diverse societies, global environments and contemporary issues such as climate change, sustainability and migration. Teaching develops critical thinking, chronological understanding, geographical enquiry, map-reading and source analysis, supported by a range of practical, discussion-based and experiential learning opportunities.

The curriculum is enriched through educational visits and real-world contexts, promoting SMSC development, cultural capital and an understanding of modern Britain. Through ongoing assessment, students build the knowledge, vocabulary and skills needed to engage thoughtfully with the wider world and make informed contributions as future citizens.

Careers

Careers education is embedded throughout the curriculum and supported by a structured, age-appropriate programme that prepares students for their next steps in education, employment and adulthood.

All students receive a weekly careers lesson, with KS3 following the Incredible Futures curriculum linked to AQA Awards and KS4 students accessing NCFE Level 1 or 2 Employability Skills qualifications.

Our dedicated pre- and post-16 careers programmes are aligned to the Gatsby Benchmarks and include independent careers guidance and planned work experience opportunities. Every student is offered impartial careers guidance at key transition points, and careers learning is woven throughout curriculum planning to ensure clear links between education, aspirations and future pathways.

For further information, please refer to the Careers Policy.

Construction

Construction provides a progressive vocational pathway that develops practical skills, employability and preparation for future education, training and employment within the construction industry.

In the Transition Class, students are introduced to workshop routines, tool use, health and safety, resilience and independence through highly supported practical activities designed to build confidence and readiness for learning.

Pre-16 students follow the Pearson BTEC Pre-Vocational Studies Level 1 Exploring Construction programme, where they develop knowledge of construction materials, tools, measurement, sustainability, health and safety, teamwork and construction-related careers through practical and project-based learning.

Post-16 students can progress to the BTEC Level 1 Award in Construction, applying industry-standard working practices within practical workshop environments, developing bricklaying and construction skills, and producing portfolio evidence towards accreditation.

Across all pathways, learning is sequenced to build technical knowledge, employability skills, personal responsibility and career awareness, supporting successful progression into further education, apprenticeships and employment.

Hairdressing, Beauty and Barbering

Hairdressing, Beauty and Barbering offers a pathway to a flexible, creative, and in-demand career where you help people feel and look their best.

Initially students will complete AQA unit awards, which gives students a structured, flexible way to build practical skills and earn certificates for incremental achievements. They offer an ideal alternative pathway for students who thrive in hands-on environments. Once the appropriate and relevant AQA unit courses have been completed, students will have the opportunity to complete additional relevant qualifications.

IT

Students at Avonside school will initially complete AQA unit courses linked to computing and IT. This will later lead on to ASDAN course. Both these courses focus on portfolio-based, hands-on learning. The aim of these courses is to accredit practical skills, boost confidence, and provide accessible qualifications. Once the appropriate and relevant courses have been completed, students will have the opportunity to complete additional relevant qualifications.

SMSC

SMSC is delivered through a dedicated weekly lesson that forms part of a planned one-year programme linked to an annual calendar of significant local, national and global events. Through the exploration of themes such as diversity, equality, democracy, faith, community, local history and environmental responsibility, students develop their social, moral, spiritual and cultural understanding while gaining the knowledge and values needed to participate positively in modern British society.

The curriculum promotes respect for different beliefs, cultures and perspectives, encourages students to distinguish right from wrong, and supports them to become responsible, reflective and active citizens. SMSC development is further reinforced across all curriculum areas and through the consistent modelling of positive relationships, inclusion and mutual respect by all staff.

Fundamental British Values

Fundamental British Values, equality and inclusion are explicitly taught through SMSC and PSHE, whilst also being woven throughout the wider curriculum such as Tutor Time, described earlier. Students develop an

understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance, alongside learning about protected characteristics and the importance of challenging discrimination. Through exposure to diverse role models, community engagement and purposeful discussion, pupils learn to value difference, respect others and become active, responsible citizens who are prepared for life in modern Britain.

Curriculum Impact

The impact of the curriculum is demonstrated through the progress students make from their individual starting points, academically, socially and emotionally, and in their readiness for adulthood.

Leaders evaluate curriculum effectiveness through a comprehensive range of quantitative and qualitative measures, including subject progress data, reading age assessments, attendance, behaviour, exclusion and destination data, alongside students' achievement of qualifications and accreditation.

Outcomes include: AQA awards and Functional Skills, GCSE's and BTEC's and other accreditations such as the Arts Award.

Curriculum impact is further assured through a rigorous cycle of quality assurance, including learning walks, lesson observations, work scrutiny, planning reviews, internal reviews and stakeholder voice from pupils, parents and staff.

Quality of Ed Activities 2026 – 2027

w/c	Activity	Theme	Topic
14/09	Learning Walk	Behaviour and relationships	The use of positive language and positive reinforcement in the school. Learning Environment
24/09	Data Drop	Baseline assessments and STAR assessments completed and data on TEAMS	
28/09	Learning Walk	Behaviour and relationships.	Communication strategies
05/10	Learning Observations	Curriculum planning	Use of Data, Student Voice, Use of Targets, EFL
09/11	Learning Observations	Dialogue and discovery	Peer observations
23/11	Book Looks	Application of the Marking Policy and use of careers stickers	
30/11	Learning Walk	Adaptation and inclusion	Barriers to learning; Tools of engagement; Responsiveness
07/12	EHCP Targets	Review EHCP targets on EFL	
10/12	Proof-reading	Progress report deadline for proofreading	

12/12	Learning Walk	Behaviour and relationships	Communication strategies
18/01	Learning Observations	Curriculum planning.	Use of Data, Student Voice, Use of Targets, Efl
12/01	Learning Walk	Behaviour and relationships	Communication strategies
24/09	Data Drop	Baseline assessments and STAR assessments completed and data on TEAMS	
19/01	Learning Observations	Curriculum planning.	Use of Data, Student Voice, Use of Targets, Efl +
02/02	Learning Observations	Dialogue and discovery	Peer observations
23/02	Book Look	Presentation	
02/03	Learning Walk	Progress.	Marking and feedback
09/03	Learning Walk	Progress.	Marking and feedback
13/03	Learning Walk	Progress.	Marking and feedback
18/03	Proof-reading	Progress report deadline for proofreading	
20/03	Learning Walk	Adaptation and inclusion.	Barriers to Learning. Tools of engagement. Responsiveness
15/04	EHCP Targets	Review EHCP targets on Efl	
27/04	Learning Walk	Adaptation and inclusion.	Barriers to Learning. Tools of engagement. Responsiveness
30/04	Data Drop	Baseline assessments and STAR assessments completed and data on TEAMS	
03/05	Learning Walk	Adaptation and inclusion	<i>Topic</i> - Routines/ Use of Learning Environment. Differentiation / Challenge
10/05	Learning Walk	Adaptation and inclusion	<i>Topic</i> - Routines/ Use of Learning Environment. Differentiation / Challenge
29/06	Book Looks	Application of the Marking Policy and use of careers stickers	

01/07	EHCP Targets	EHCP Target review on EfL
08/07	Proof-reading	Progress report deadline for proofreading

Information gathered through these processes informs school improvement planning, targeted interventions and professional development, ensuring the curriculum remains responsive to the needs of all learners. As a result, students develop the knowledge, skills, behaviours and personal attributes required to thrive in modern society and achieve positive long-term outcomes.



**Outcomes
First
Group.**

Acorn Education And Care
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