

TRIDENT ALTERNATIVE PROVISION

Curriculum Policy



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Table of Contents

.....	1
INTRODUCTION.....	3
OUR PROVISION OF FULL-TIME EDUCATION.....	4
OUR CURRICULUM APPROACH AND HOW WE MEET THE NEEDS AND LEVELS OF CAPABILITY OF OUR PUPILS	4
Meeting Special Educational Needs	4
Meeting Capability Needs: Ambitious, Inclusive Progression Pathways	6
HOW OUR CURRICULUM MEETS THE REQUIREMENTS OF THE EDUCATION (INDEPENDENT SCHOOL STANDARDS) REGULATIONS 2014.....	10
HOW WORK IS PLANNED.....	14
HOW WORK IN EACH SUBJECT IS TAUGHT.....	15
In all subjects	15
English	15
Mathematics	17
Vocational Subjects	19
Essential Digital Skills	20
Geography	21
History	22
Religious Studies	22
Physical Education	23
Art	24
Music Production	24
PSHE	25
Personal & Social Development	26
Careers	26
HOW WORK IN EACH SUBJECT IS ASSESSED	27
HOW WE WILL REPORT PROGRESS TO PARENTS OR CARERS.....	27
HOW THE CURRICULUM: PROMOTES PUPILS SMSC DEVELOPMENT	27
HOW THE CURRICULUM: PROMOTES FUNDAMENTAL BRITISH VALUES	28
HOW THE CURRICULUM: CONTRIBUTES TO PUPILS' CHARACTER EDUCATION	29
HOW THE CURRICULUM: DEVELOPS PUPILS' CULTURAL CAPITAL	29
APPENDIX 1.....	30

Introduction

At Trident Alternative Provision, our mission is to build firm foundations for the future. We will: nurture the pupils in our care - addressing the social, emotional, and learning needs of individual pupils by providing the necessary help to remove the barriers to learning; build on their existing knowledge, skills, and state of personal development; release them into the world ready for their next stage of education and for adult life.

Overall, we aim to

- Provide the necessary support and challenge for pupils to make progress and achieve better than expected.
- Put pupils at the centre of all curriculum decisions, putting their needs above those of the school.
- Have a curriculum that is fit for purpose, offering adaptation and personalisation.
- Provide relevant support for pupils social, emotional, and mental health needs so they can effectively engage with learning
- Improve our pupils social interaction, social communication, and social imagination skills so they can better relate to others and increase their understanding of the world.
- Prepare all pupils for the next stage of their education and for life in modern society.
- Provide courses which meet the needs of pupils.
- Nurture the talents of all and celebrate success.
- Work with feeder schools to ease transition.
- Involve the stakeholders, including parents, in curriculum development.

We will do this through a curriculum which is broad and balanced and provides pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education; personal, social, health and economic education; access to accurate, up-to-date careers guidance; effective preparation for the opportunities, responsibilities and experiences of life in British society as required by the Education (Independent School Standards) Regulations 2014. This policy gives an overview of that curriculum however details of what we want pupils to know and be able to do (curriculum intent) can be found in our curriculum plans and schemes of work.

In this policy we will set out in general terms:

- our provision of full-time education
- our curriculum approach and how we meet the needs of our pupils
- how our curriculum meets the requirements of the Education (Independent School Standards) Regulations (2014)
- how work is planned
- how each subject is taught

- how pupils are assessed
- how we will report progress to parents or carers
- how the curriculum:
 - promotes pupils Spiritual, Moral, Social and Cultural development (SMSC)
 - promotes Fundamental British Values
 - contributes to pupils' Character Education
 - develops pupils' Cultural Capital

Our Provision of Full-time Education

We provide full-time supervised education for pupils aged 11 - 16. This means:

- at least 190 days a year
- 38 weeks a year

Our pupils are referred to us by various local authorities under individual SEND contracts. Based on information given at the point of referral some pupils may have had significant gaps in education and for this reason it is sometimes necessary to gently ease them back into education by following a part-time timetable at the beginning. We will review all part-time timetables weekly with a view to increase the hours gradually until pupils are attending full-time. Part-time timetables may also be used for some of our pupils with SEMH whose anxiety affects attendance. Part-time provision will never be less than 18 hours a week.

Our curriculum approach and how we meet the needs and levels of capability of our pupils

Meeting Special Educational Needs

At Trident Alternative Provision, we cater for pupils aged 11–16, all of whom have an Education, Health and Care (EHC) Plan. Each pupil's primary area of need is one of the following:

- Autism
- Social, Emotional and Mental Health (SEMH)

In addition to these, pupils may also experience a range of co-occurring needs, such as:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Specific Learning Difficulties (e.g. Dyslexia)
- Attachment Difficulties or Trauma-Related Needs
- Moderate Learning Difficulties (MLD)

Our curriculum is designed around our pupils' ASC and SEMH profiles, while recognising that these needs often overlap. This holistic understanding ensures that provision is tailored, flexible, and responsive.

Leadership of SEND Provision

The SENCo Administrator in consultation with our SEND consultant coordinates planning, implementation and evaluation of all SEND provision. This includes:

- Ensuring all provision in Section F of each pupil's EHC Plan is delivered in line with statutory requirements.
- Translating long-term EHC outcomes into termly IEP targets and supporting staff to implement and monitor them.
- Leading the review process and ensuring regular evaluation of progress against EHC outcomes.
- Maintaining systems to ensure all staff understand each pupil's needs, targets, and effective strategies for engagement and progress.

Multi-Agency and Family Partnership

We work closely with external professionals and agencies including the Local Authority SEND Service, Speech and Language Therapists, Educational Psychologists, CAMHS, Cognitive Behavioural Therapists, and other relevant specialists. Their recommendations directly inform individual support plans and curriculum adaptations.

We also prioritise strong collaboration with parents and carers through regular communication, participation in EHC reviews, detailed termly reports, and feedback opportunities that shape our ongoing provision.

Specialist Support Approaches

- For ASC: Predictable routines, visual timetables, sensory-friendly environments, social communication interventions, and personalised strategies to reduce anxiety and support engagement.
- For SEMH: Key adult relationships, trauma-informed practice, behaviour support plans, Zones of Regulation, and PACE.

For further detail on how we identify, assess, and meet needs, please refer to our SEND Policy.

Accessibility and Inclusion

Through our Accessibility Plan, we ensure that both our premises and curriculum are accessible to all pupils. No pupil is disadvantaged by disability or special educational need.

Meeting Capability Needs: Ambitious, Inclusive Progression Pathways

Many of our pupils have experienced disrupted education, multiple exclusions, or significant trauma prior to joining the school. As a result, they may present with challenging behaviour, uneven learning profiles and substantial gaps in prior knowledge. We admit pupils at different stages of their learning journey, often outside normal transition points, and the duration of each placement varies according to individual need.

Despite these varied starting points, our curriculum is intentionally ambitious. We maintain high expectations for every pupil and avoid any form of early ceiling-setting. Our approach recognises the wide range of academic abilities within the school from pupils who are working significantly below age-related expectations to those capable of achieving GCSE and Level 2 qualifications. The curriculum ensures that all learners have access to challenge, opportunities to make strong progress, and personalised routes to meaningful accreditation and future destinations.

Our Ambitious and Inclusive Progression Pathways outline how pupils move through the curriculum from Year 7 to Year 11. The pathways ensure that pupils build firm foundations, recover disrupted learning, and are supported to reach the highest attainable level whether Entry Level, Functional Skills, GCSE or Level 2 at the point that is right for them.

Ambitious and Inclusive Progression Pathways

Our school provides an ambitious curriculum that ensures every learner, regardless of starting point or additional needs, is offered challenge, aspiration and meaningful routes to recognised qualifications. We avoid any form of early ceiling-setting by maintaining open academic pathways from Year 7 to Year 11.

High Ambition in Key Stage 3

At Key Stage 3, all pupils follow a curriculum that is anchored in the National Curriculum programmes of study for English and mathematics. Where pupils join the school significantly below age-related expectations, teaching draws on carefully selected KS2 content to secure foundational knowledge without reducing ambition. Functional Skills standards are used diagnostically, but do not replace the National Curriculum at this stage.

Pupils also have opportunities to complete Entry Level qualifications as part of their progression, but these form *additional challenge* rather than the core KS3 curriculum.

Evidence-Informed Progression and Avoidance of Ceiling-Setting

On entry, all pupils complete a BKSB Functional Skills assessment and a GL Progress Test in English and mathematics (where appropriate). Together with teacher assessment, these tools identify gaps, inform planning and track progress over time. Importantly, they do not limit pupils' future achievement. Instead, they help us determine when a pupil is ready for greater challenge.

All pupils remain on a National Curriculum-led pathway throughout Key Stage 3. Decisions about formal qualification routes are not made until the end of Year 9, ensuring that no learner is prematurely directed away from GCSE-level study.

Pathway Decisions at the End of Year 9

At the end of Key Stage 3, a formal review takes place. This includes:

- GL Progress Test outcomes and GCSE predictive indicators
- KS3 teacher assessment and work scrutiny

- BKSb progress measures
- Engagement, readiness and emotional regulation

This evidence determines the most appropriate route for Key Stage 4:

1. GCSE Pathway:

For pupils whose assessment profile indicates that GCSE English and/or mathematics is a realistic and ambitious goal, we offer a Foundation or Higher Tier GCSE route alongside continued literacy and numeracy development.

2. Functional/Entry Level Strengthened Pathway:

For pupils who are not yet ready for GCSE, we offer an ambitious and carefully structured combination of Entry Level and Functional Skills qualifications. These pupils continue to learn GCSE-relevant content, ensuring future access remains open.

Qualifications and Awards

- GCSEs (Grade 1- 9)
- Entry (Levels 1–3)
- Functional Skills (Level 1–2)
- Vocational Certificates (Level 1 – 2)
- ASDAN Short Courses
- AQA Unit Awards

These flexible pathways ensure every pupil can achieve meaningful outcomes, with accreditation suited to their starting points and future aspirations.

Assessment, Planning and Staff Training

Accurate identification of starting points underpins all planning. Induction includes thorough assessment of academic levels, needs, and interests. Each pupil has an **Individualised Education Plan (IEP)**, **Individual Risk Assessment**, and **Personal Behaviour Support Plan**, which together inform day-to-day teaching and support.

Staff are trained to build positive relationships and to use strategies aligned with pupils' SEND profiles. Ongoing professional development focuses on trauma-informed practice, behaviour regulation, and communication support. Specialist training is commissioned as needed to meet the needs of different cohorts.

How our curriculum meets the requirements of the Education (Independent School Standards) Regulations 2014

Aspect	Subject/ Activity
Linguistic	Functional Skills English - NCFE (Entry Levels 1,2,3 & Levels 1 & 2) KS4
	GSCE English Language** - Pearson KS4
	Key Stage 3 English
Mathematical	Functional Skills Mathematics - NCFE

	(Entry Levels 1,2,3 & Levels 1 & 2) KS4
	GCSE Mathematics** - Pearson KS4
	Key Stage 3 English
Speaking, listening, literacy and numeracy skills	English and Mathematics qualifications above plus: Scheduled sessions & interventions for: • Spelling • Reading (Guided reading & phonics where necessary) • Oracy • Numeracy
Scientific	Entry Level Science (Biology, Chemistry, Physics) – Pearson KS3
	iGCSE Human Biology KS4
Technological - – ICT/ working with tools and equipment; content which gives pupils conceptual familiarity with digital skills and technology which will be encountered in everyday life	Essential Digital Skills (E3 & Level 1)– NCFE KS3 & KS4
Human and social - people, how they live, interact with their environment now and in the past, history, geography	History – KS3
	History ELC- KS4
	Geography – KS3
	Geography ELC- KS4
	Religious Education – KS3
Physical	Physical Education KS3, KS4
	ASDAN Sports & Fitness Short Course Entry 3/ Level 1 KS4

Aesthetic and creative	Art (Custom Curriculum Based on AQA Unit Awards)/Music Production (What is the name of the qualification?) KS3
Personal, Social, Health and Economic Education (PSHE) including RSE	PSHE – PSHE Association KS3, KS4
Careers	Careers Guidance from a qualified independent advisor and other activities. Refer to CEIAG policy for full details of CEIAG
Preparation of pupils for the opportunities, responsibilities, and experiences of life in British society such as: a) employment, further education, apprenticeships b) independent living, managing money, functioning properly as an adult citizen c) engaging with public institutions d) civic duties like voting, jury duty e) knowing where to get help and advice f) interacting with the wider society.	a) Vocational qualifications – KS4 ○ Certificate in Retail Knowledge Level 1 (NCFE) & AQA Awards in Retail Skills Level 1 ○ Certificate in Food and Cookery Skills Level 1 & 2 (NCFE) ○ Award & Certificate in Employability Level 1 & Award in Employability Level 2 (NCFE) b) PSHE, Living Independently ASDAN Short Course c) To be covered through enrichment & Non -qualification activity d) Citizenship ASDAN Aligned Course, School Council & other extra-curricular activities e) To be covered through non-qualification activity f) To be covered through educational visits and other non-qualification activity

* Young people who have not achieved a GCSE grade 9 to 4 (or equivalent) in English and/or maths are required to study these subjects as part of their post-16 program**Baseline and diagnostic assessments will be used to identify pupils whose levels of capability indicate that they can study at GCSE level. Pupils expected time at the school, based on when they join will also factor into this assessment.

Years 7, 8 & 9	Years 10 & 11
• Mathematics • English • Science • Essential Digital Skills • History • Geography • Religious Education • Physical Education • Art • PSHE & RSE • Careers	• Mathematics • English • Essential Digital Skills • Vocational Qualification • Physical Education • PSHE & RSE • Careers • Personal & Social Development • Employability • iGCSE Human Biology

Enrichment Activities:

Enrichment activities will be used to complement the academic curriculum and:

- support pupils Spiritual, Moral, Social and Cultural development.
- promote Fundamental British Values.
- provide character education.
- develop pupils' cultural capital.
- develop pupils' independence.
- improve the social interaction, social communication, and social imagination skills of pupils with Autism

Enrichment activities will be delivered in a variety of ways including:

- drop-down days
- tutor-time
- timetabled sessions
- assemblies
- educational visits
- as part of all vocational curricula

How work is planned

- All qualification subjects are supported by curriculum plans which provide an overview of what pupils will study in every year group or at every level in every subject. They demonstrate the path pupils will follow and what they will achieve if they are working at the levels expected for their age and they are at the school from Year 10 – Year 11. They also provide additional information about alternative paths they could follow if that is not the case.
- Each subject is supported by schemes of work which have details of what is to be taught in throughout the year for each level of capability.
- Schemes of work also outline the objectives for learning within each topic; how individual topics are to be taught; what resources will be used; what opportunities will be taken for assessing pupils' learning and progress.
- All staff have access to schemes of work which they customise to ensure they are suitable for their cohort of pupils. They will use this information to develop medium- and short-term plans to guide their day-to-day practice.

- Staff will regularly work together to identify opportunities for cross curricular development of essential skills such as literacy and numeracy; for SMSC development; for promoting Fundamental British Values and more.
- We will gather as much information about our pupils' prior attainment as we can at the point of referral.
- In English and Mathematics, we will also conduct a detailed initial and diagnostic assessment of our pupils' capability at the point of referral and get an accurate starting point in Reading Comprehension, Writing, Speaking & listening, Reading age, Number, Measure, Shape and Space, Statistics and Data. Initial tests in reading (including reading age), spelling and oracy will be completed. Details about assessment, tracking, recording and reporting can be found in our Assessment and Marking Policy.
- Pupils will be organised into small groups based on the levels towards which they are working in English and Mathematics except Key Stage 5 pupils who have already achieved GCSE grade 4 or better who will not need to study these subjects. Some pupils, based on their EHC plan may require 1 to 1 provision. In vocational subjects pupils will be grouped according to their chosen subject.
- In all other subjects, staff will use teacher assessments at the beginning of a Key Stage or at the beginning of each topic to identify prior knowledge, gaps in knowledge, strengths and areas for development.
- Teachers will use the outcome of diagnostic and teacher assessments to plan work ensuring that they focus intently on common gaps and areas for improvement. They will sequence the delivery of learning activities in a way which ensures that pupils develop knowledge and skills, building on what has been taught before.
- Pupils individual gaps in knowledge and the areas they find most challenging will be addressed through 1 to 1 tuition and where possible independent online learning.
- Non-qualification activities will be supported by a curriculum map outlining the topics that will be covered by pupils in each year group and planning documents relevant to the provider.

How work in each subject is taught

In all subjects

Teaching across all subjects is ambitious, adaptive and rooted in high expectations for every learner. Lessons are designed to build secure knowledge, strengthen core skills and promote curiosity, engagement and independent thinking. Pupils will study at the level expected for their age wherever this is appropriate. Where pupils are working below age-related expectations because of capability, learning needs, disrupted education or gaps in prior learning, teachers will draw on carefully selected content from earlier key stages particularly Key Stage 2 to rebuild essential foundations without lowering challenge or ambition.

To ensure learning remains meaningful and appropriately pitched, pupils are offered a curriculum that matches their current stage of development, enabling them to make strong and sustained progress. Teachers may incorporate examples, case studies and topics that connect with pupils' interests to increase engagement and deepen understanding. The qualifications pupils work towards are determined by both their needs and their length of stay at the school. Because pupils may be referred at any point in the school year and at any stage of their educational journey, they are guided towards qualification routes that they have a realistic and ambitious chance of achieving within the time they spend at the school.

This approach ensures that all pupils regardless of background, starting point or previous educational experience can access learning, experience success and develop the confidence and understanding needed to progress across all subject disciplines.

English

- Our aim is to develop pupils' reading, speaking, listening, and writing skills to help pupils become confident communicators. We want to ensure that our pupils:
 - read easily, fluently and with good understanding
 - develop the habit of reading widely and often, for both pleasure and information
 - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
 - appreciate our rich and varied literary heritage
 - write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
 - use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas
 - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.
- English will be taught to all pupils in Years 7– 11.

- At Key Stage 4, pupils will study towards a GCSE or Functional Skills qualification in English as outlined earlier.
- Teachers will use a combination of small group sessions and 1 to 1 tutorial.
- Pupils studying towards Functional Skills qualifications will read, write, speak, listen, and communicate in English at an appropriate level so they can apply these skills effectively to a range of purposes in the workplace and in other real-life situations.
- They will:
 - Listen, understand, and make relevant contributions to discussions with others in a range of contexts
 - Apply their understanding of language to adapt delivery and content to suit audience and purpose
 - Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing
 - Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation, and grammar
 - Understand the situations when, and audiences for which, planning, drafting, and using formal language are important, and when they are less important.
- Pupils studying towards the GCSE qualification will draw upon a range of texts as reading stimuli and engage with creative as well as real and relevant contexts. Pupils will have opportunities to develop reading and critical thinking skills that encourage enquiry into different topics and themes.
- Pupils working towards the Entry Level qualifications will draw upon a range of texts as reading stimuli and engage with creative as well as real and relevant contexts. They will have opportunities to develop reading and critical thinking skills that encourage enquiry into different topics and themes. They will:
 - Read: Understanding and interpreting written materials in various forms.
 - Write: Communicating information effectively in writing, including completing simple forms and writing short texts.
 - Speak and Listen: Participating in conversations, understanding instructions, and expressing oneself clearly.
 - Communicate: Using appropriate language and vocabulary for different contexts.
 - Apply skills: Applying literacy and communication skills in practical, real-life scenarios.
- We will support pupils who are at the early stages of reading, including older pupils. Where necessary will use phonics interventions to support pupils who are struggling to decode words in order to help them develop their reading skills, gain confidence and better access the curriculum.

- We will ensure that all pupils have access to a wide range of reading material to read for pleasure and to develop their confidence and fluency. Teachers will promote reading by encouraging pupils to read out loud at the beginning of lessons, to read quietly during break and lunchtimes and before lessons start in the morning. Pupils will also visit local libraries and borrow books to read in their free time.
- We will involve pupils in choosing the books that will be in our school library and ensure that in addition to taking into account pupils interests the books include fiction, non-fiction, graphic novels, poetry, and magazines. We will also ensure that books are diverse and inclusive, reflecting the backgrounds of the students and providing opportunities for empathy and understanding.
- Pupils with low oracy skills will receive intervention sessions to improve their speaking and listening skills. We will work with providers like Voice 21 or Talk the Talk as needed to help us develop pupils' oracy skills and develop teachers skills to teach oracy.
- 1 to 1 tuition sessions will be used to provide targeted support for pupils who are struggling in specific areas or to close knowledge gaps.

Mathematics

- Our aim is to encourage pupils to see that mathematics is for everyone. It is diverse, engaging, and essential in equipping them with the right skills to reach their future destination, whatever that may be. Our pupils will:
 - become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
 - reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
 - solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Mathematics will be taught to all pupils in Years 7 – 11.
- At Key Stage 4, pupils will study towards a GCSE or Functional Skills qualification in Mathematics as outlined earlier in the policy.
- We will encourage pupils to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society. We will also provide a strong mathematical foundation for pupils who go on to study mathematics at GCSE and Levels 1 & 2.

- Pupils studying towards Functional Skills qualifications will demonstrate a sound grasp of mathematical skills at the appropriate level and the ability to apply mathematical thinking effectively to solve problems successfully in the workplace and in other real-life situations. They will:
 - demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity
 - be introduced to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life
 - develop an appreciation of the role played by mathematics in the world of work and in life generally.

- Pupils studying towards the GCSE qualification will develop:
 - a willingness and ability to work independently and co-operatively
 - an ability to understand mathematical ideas and to communicate them in a variety of modes
 - an appreciation of the ways in which mathematics is used
 - the knowledge, skills and understanding needed to apply a range of mathematical concepts to situations which may arise in their own lives
 - an ability to use mathematics across the curriculum
 - a firm foundation for appropriate further study.

- Pupils studying towards Entry Level qualifications will:
 - Develop a sound grasp of basic mathematical skills: This includes understanding and using numbers, measures, and data, as well as working with shapes and space.
 - Apply mathematical thinking to solve simple problems: Pupils should be able to use their skills to tackle real-life problems in everyday contexts.

- Teachers will use a combination of small group sessions and 1 to 1 tutorial.

- Pupils studying towards the Entry Level qualifications will gain basic, relevant skills to build their confidence in mathematics.

- 1 to 1 tuition sessions will be used to provide targeted support for pupils who are struggling in specific areas or to close knowledge gaps.

Vocational Subjects

Vocational subjects are taught through a practical, industry-informed curriculum that prepares pupils for future education, training and employment. All subjects are presented as options except for Employability which is studied by all pupils. All qualifications follow NCFE Level 1 and Level 2 specifications and develop the knowledge, skills and behaviours required for success in real workplace settings. Teaching combines taught lessons, scenario-based tasks, role-play, case studies, and where appropriate practical activities such as supervised food preparation. Portfolio-building is embedded throughout, with pupils gathering evidence through written tasks, observations, practical demonstrations, photographs, witness statements and reflective accounts. The Warehousing and Storage qualification is delivered by an approved alternative provider to ensure pupils have access to specialist facilities and equipment, while Food and Cookery remain the only programme with regular hands-on practical sessions delivered in school.

Curriculum time varies by key stage. In Key Stage 4, pupils receive *two hours per week* of vocational learning focused on core concepts, employability skills, introductory practical work (where relevant) and preparation for assessment. Taught sessions covering qualification content and underpinning knowledge

- Employer encounters and careers-based learning, including talks, Q&A sessions and labour market discussions
- Workplace visits or observation visits linked to the sector
- Skills booster sessions, such as maths/English in vocational contexts, communication skills, or digital employability
- Portfolio development workshops where pupils curate evidence and practise assessment tasks
- Community or school-based vocational projects, such as customer service scenarios, small-scale food production, retail simulations, sport leadership activities or employability challenges
- Preparation for progression, including CV writing, interview practice and planning for college, apprenticeships or employment

Learning is fully differentiated, with teachers providing modelling, scaffolded tasks, repetition, and structured opportunities to rehearse skills—particularly important for pupils with ASC and SEMH needs. Safe working practices, professional behaviours and responsible conduct are embedded throughout delivery. The balance of theory, practical activity, enrichment and portfolio work ensures that pupils leave with relevant accreditation, real-world experience and the confidence to progress to higher-level vocational study or the workplace.

Essential Digital Skills

Essential Digital Skills are taught through a highly practical, task-based and real-world approach that enables pupils to develop the confidence, independence and fluency required to use digital technologies effectively. The programme follows the national Essential Digital Skills standards and the NCFE specifications for Entry Level 3 and Level 1. Learning is structured around the five nationally recognised skill areas:

1. Using devices and handling information – operating devices safely, adjusting settings, organising files and folders, connecting to secure networks, using search engines effectively, evaluating online information, and understanding storage and cloud-based systems.
2. Creating and editing – entering and editing text, images and multimedia; applying formatting; creating documents and digital content; completing online forms; and using templates and tools to increase accuracy and clarity.
3. Communicating – sending and receiving emails, attaching files, managing inboxes, using online messaging and video communication tools, recognising secure communication, and understanding appropriate online etiquette.
4. Transacting – navigating websites, creating and managing secure accounts, completing online forms accurately, recognising trusted sites, understanding digital receipts, and making sensible decisions when engaging with online services.
5. Being safe and responsible online – protecting personal information, recognising suspicious or harmful content, managing passwords, using privacy settings, understanding digital footprints, and knowing how to report concerns.

KS3 pupils work towards the NCFE Essential Digital Skills Qualification at Entry Level 3, developing foundational competence through scaffolded tasks, tutor modelling, collaborative activities and independent practice. Learning at KS3 focuses on building confidence, closing gaps, and ensuring pupils can apply digital skills in everyday school life and future vocational contexts. Pupils complete practical, real-world tasks—such as managing files, creating basic digital content, using email safely and completing online forms which provide ongoing evidence of progress. Pupils are typically assessed for the Entry 3 qualification at the end of Year 9, once they have met the required standards and demonstrated secure understanding across all five skill areas.

In Key Stage 4, pupils progress to the Level 1 Essential Digital Skills qualification, extending their ability to use digital tools with accuracy, independence and critical awareness. Teaching builds on KS3 foundations with more complex tasks, such as evaluating online information, managing online accounts securely, producing structured digital content for specific purposes, and understanding the wider implications of digital behaviour. Lessons incorporate tutor demonstration, guided practice, problem-solving activities, and opportunities for pupils to apply skills in vocationally relevant scenarios.

Assessment is continuous and formative throughout both key stages, with pupils receiving feedback that helps them improve accuracy, independence and digital judgement. Summative assessment is undertaken through the nationally recognised NCFE Essential Digital Skills qualifications at Entry 3 (end of KS3) and Level 1 (during KS4). Online safety, privacy, and responsible use of technology are embedded throughout, ensuring that pupils can participate safely, effectively and confidently in the digital world, both now and in their future education and employment.

Geography

Key Stage 3 Geography is taught through an enquiry-based, knowledge-rich curriculum that builds pupils' understanding of the world and their place within it. Learning develops the three core disciplinary strands of geography: locational knowledge, place knowledge, and human and physical processes, alongside essential geographical skills such as interpreting maps, analysing data, using GIS tools, and conducting fieldwork-style enquiries. Pupils explore a broad range of themes including weather and climate, rivers and coasts, global development, population and migration, ecosystems, natural hazards and resource management. Lessons consistently link these concepts to real-world contexts so that pupils understand how geographical knowledge helps explain global issues, human behaviour and environmental change.

Teaching combines explicit instruction, guided practice, group investigation, structured discussion and opportunities for independent enquiry. Pupils analyse maps, photographs, satellite images, graphs and case studies, and regularly apply their learning through extended writing, decision-making tasks and geographical problem-solving. Assessment is formative and continuous, with teachers checking understanding, reviewing pupils' written work and providing clear feedback to develop geographical thinking and accuracy. Summative assessments take place at key points across the year to monitor mastery of core knowledge and skills. Learning is adapted to ensure accessibility and success for all pupils, with emphasis on vocabulary development, scaffolding of complex ideas and building confidence in interpreting geographical information. The KS3 curriculum provides strong foundations for future study in GCSE or Entry Level Certificate Geography or related vocational subjects.

History

Key Stage 3 History provides pupils with a coherent chronological framework and a deep understanding of how people, places and events have shaped Britain and the wider world. The curriculum introduces pupils to the core disciplinary concepts of cause and consequence, change and continuity, similarity and difference, significance and historical evidence. Pupils study a broad and balanced range of periods and themes, such as medieval society, the development of the monarchy, the Industrial Revolution, empire and migration, the world wars and civil rights movements.

Historical knowledge is consistently connected to present-day issues so that pupils understand why history matters and how interpretations of the past influence modern society.

Teaching focuses on enquiry questions that encourage critical thinking and structured historical investigation. Pupils examine sources, analyse interpretations, construct arguments and communicate historical ideas through written and oral tasks. Learning is delivered through modelling, guided analysis, collaborative discussion and independent enquiry, enabling pupils to build both substantive knowledge and disciplinary skills. Regular formative assessment helps teachers identify misconceptions, support vocabulary development and strengthen pupils' ability to reason and justify their ideas with evidence. Summative assessments are used to monitor progress and ensure pupils are gaining the knowledge and thinking skills required for success at GCSE or Entry Level Certificate. The curriculum is carefully adapted to meet the needs of all learners, ensuring that pupils develop confidence, curiosity and an appreciation of the complexity of the past.

Religious Studies

Key Stage 3 Religious Studies is taught through an inclusive, enquiry-led curriculum that develops pupils' understanding of religions, worldviews and ethical issues. The curriculum builds knowledge of major world religions such as Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism, alongside non-religious worldviews such as Humanism. Pupils explore beliefs, practices, values and traditions, and consider how these influence individuals, communities and society. Learning also develops key disciplinary skills including interpretation, evaluation, reflection, and moral reasoning, enabling pupils to engage respectfully and thoughtfully with a diverse range of views.

Teaching encourages pupils to investigate big questions about meaning, identity, morality and human experience. Lessons combine direct teaching, structured discussion, case studies, text analysis and opportunities for personal reflection. Pupils learn to explain beliefs clearly, compare perspectives, question assumptions and justify their own conclusions with sensitivity. Assessment is continual and formative, allowing teachers to check understanding, support vocabulary development and guide pupils in constructing well-reasoned responses. Summative assessments are used at key points to evaluate mastery of core concepts and the ability to apply them. The curriculum is designed to ensure accessibility for all pupils while promoting empathy, respect and critical engagement with differing worldviews. KS3 Religious Studies lays secure foundations for further study at GCSE or for broader personal, moral and social development.

Physical Education

- Our aim is to help all pupils develop control, coordination, tactical skills; improve performance, fitness, health. We also develop moral values such as fair play, modesty, integrity, and commitment through sport.

- Teachers will deliver PE lessons, facilitate popular indoor and outdoor sports, and encourage pupils to try various other activities that they may not have tried before
- The school will make arrangements with local leisure centres and outdoor sports centres for pupils to regularly to take part in these indoor and outdoor sports.
- We will also engage external trainers in activities based on pupils' interests
- Across all activities, pupils will be taught to follow safety procedures and teachers will conduct rigorous risk assessments and implement relevant control measures
- Pupils will be taught to:
 - use running, jumping, throwing, and catching in isolation and in combination
 - play competitive games, modified where appropriate
 - use and develop a variety of tactics and strategies to overcome opponents in team and individual games
 - develop their technique and improve their performance in other competitive sports, or other physical activities
 - take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
 - evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
 - continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Art

- At KS3, all pupils begin with the Foundation Block, which introduces the core principles, materials, and techniques of visual art. This initial phase develops confidence in observation, drawing, composition, and colour theory, forming a secure platform for further specialisation. Pupils build practical and reflective skills through sketchbook work, experimentation, and evaluation, producing a portfolio that demonstrates personal growth and emerging style.
- Following the Foundation Block, pupils select from a range of option units covering Painting and Traditional Media, Expressive and Design-Based Art, and Digital Media. Each completed unit is accredited through AQA Unit Awards as well as ASDAN Expressive Art Short Course, enabling pupils to achieve a series of recognised certificates that reflect their creativity, technical competence, and progression over time.

- Teaching across all pathways emphasises idea generation, experimentation, and critical reflection. Pupils explore both traditional and contemporary approaches to artmaking from acrylics, watercolour and mixed-media painting to graffiti art, tattoo design, photography, animation and game design. Lessons combine practical workshops, research into artists and designers, and peer critique, encouraging independent thought and creative risk-taking.
- The Art curriculum is designed to develop transferable skills including problem-solving, visual communication, and digital literacy, alongside respect for health, safety, and studio practice. It nurtures individuality and self-expression while equipping pupils with the technical and conceptual understanding needed for progression into further education or creative industries.

PSHE

- We offer personal, social, health and economic education for all pupils which incorporates the statutory guidance for sex, relationships, and health education in England
- Our PSHE provision supports our mission which is to change pupils' views of the education system and to prove that education can be used in the real world.
- We encourage respect for other people, and ensure that pupils are aware of the protected characteristics set out in the 2010 Act(a)
- We have a policy which outlines our PSHE & RSE provision, and it meets the requirements of the DfE's statutory guidance. We will consult parents about the provision at the time of referral and inform parents of secondary age pupils of their right to withdraw their child from part or the whole of the sex education component of RSE (except what is part of the science curriculum). We will ensure that all pupils (except those who are excused) have access to the RSE curriculum which is appropriate for their age and needs.
- Teachers will deliver discreet PSHE lessons based on schemes of work drawn from the PSHE Association programmes of study.
- We will invite various organisations and visit relevant centres to support pupils understanding of various aspects of the PSHE offer such as drug awareness, sexual health and more.

Personal and Social Development

Personal and social development is taught through a highly practical, life-skills-focused curriculum that helps pupils develop the knowledge, confidence and independence needed for future adult life. The course covers personal finance, household management, health and wellbeing,

community participation, problem-solving, and preparing for further education, training and work. Learning is grounded in real-life scenarios so that pupils gain hands-on experience of skills they will need beyond school.

Teaching includes demonstrations, guided practice, role-play, community-based tasks, supervised practical activities and problem-solving challenges. Pupils complete meaningful tasks such as planning meals, comparing prices, managing a simple budget, navigating public transport, organising personal information, understanding tenancy concepts, or practising communication for adult life. Learning is adapted to meet individual needs and readiness, ensuring that pupils with ASC and SEMH profiles can access, rehearse and generalise key independence skills safely and confidently. Ongoing assessment supports pupils to reflect on their progress and build increasing autonomy as they move towards adulthood.

Careers

- We aim to ensure that our pupils and young people have the careers education, information and guidance to follow a pathway that is right for them and aligns with employment opportunities.
- We acknowledge that we must meet our statutory requirement to provide independent careers guidance, acting impartially and not showing bias towards any route.
- Details of our provision for careers education, information, advice and guidance are outlined in our CEIAG policy.
- Pupils careers education at the school is through elements of PSHE, Citizenship, Living Independently and more significantly through the Certificate in Employability.
- Teachers will hold small group sessions and 1 to 1 tuition sessions where necessary to provide targeted support for pupils who are struggling in specific areas or to close knowledge gaps.
- The school's CEIAG policy has more information about the full range of activities offered by the school in this area.

How work in each subject is assessed

We have compiled 2 documents which outline how our curriculum will be assessed – Pupil Assessment Procedures & Assessment Policy. These provide details about assessment, monitoring, recording and reporting.

How we will report progress to parents or carers

- Parents will receive a report about their child's performance at the end of every term.
- Reports will focus on progress, effort, level towards which their child is working, exam results
- Teachers will also regularly give parents feedback about how pupils are getting on informally over the phone and via email
- We will publish a summary of examination results and pupils' outcomes on the school website every year

How the curriculum: Promotes pupils SMSC development

- SMSC will be developed across the curriculum and through educational visits and other extra- curricular activities
- Examples of how each aspect will be developed are given below:
- Spiritual development
 - Religious Education lessons
 - Celebrating different faiths and cultural holidays/celebrations
 - Visiting different religious sites e.g., the Gurdwara and local church and other sites that provide pupils opportunities to feel awe and wonder
 - Talking about different faiths in subjects such as English, History
 - During PSHE sessions pupils are encouraged to reflect, this improves their self-knowledge and their behaviour.
- Moral development
 - Character Education assemblies
 - Learning about the effects of drugs and alcohol in PSHE helps pupils think about the possible outcomes of poor choices

- Police talk during which they explain what happens when a crime has been committed help pupils understand how the law works
- Discussions in lessons about moral dilemmas
- Social development
 - through PSHE lessons; taking part in group projects; taking part in sports
 - creating displays for the school
 - volunteering at local charities
 - History lessons
 - Enrichment activities
- Cultural development
 - Educational visits and discussions in lessons
 - Making 'food from around the world',
 - Social days, celebrating a variety of religious holidays, contribute to pupils' knowledge about other cultures
 - History lessons

How the curriculum: Promotes Fundamental British Values

- The school's Character Education offer compliments fundamental British values. Pupils are taught about and given opportunities to practice many virtues
- Pupils actively take part in the school community by giving formal and informal feedback about their experiences. Pupils are also involved in making decisions about what they learn across many parts of the curriculum.
- When elections are happening in the country, teachers organise a mirror event across the school
- Pupils take part in mock court, visit places such as police stations, fire stations; learn about and observe significant cultural and religious events; have moments of reflection during PSHE sessions. These activities have positive impact on pupils such as understanding their rights and the rights of others; developing respect for others; understanding rules and boundaries just to name a few.

- The PSHE offer teaches pupils about diversity, how to function as adult citizens; where to get help and advice; civic duties. In the staff audit mentioned above staff say so.

How the curriculum: Contributes to pupils' Character Education

- Teachers will use the resources developed by the University of Birmingham's Jubilee Centre for Character & Virtues to deliver small group lessons about character and hold assemblies as well
- Pupils will be encouraged to put in practice what they learn on a daily basis when they are in class, extracurricular activities or when critical incidents occur

How the curriculum: Develops pupils' Cultural Capital

- Cultural Capital will be developed mostly through school visits and across the curriculum with teachers identifying opportunities to highlight the best that has been thought, said, created, achieved in their subject area.
- Teachers will make arrangements to visit destinations which will expose our pupils to essential knowledge that they need to be educated citizens and develop an appreciation of human creativity and achievement.

This policy will be reviewed annually following a curriculum review exercise or as necessary due to changes in legislation or relevant guidance.

Appendix 1

Working Level	Description	Approx. Old NC Level	Approx. GCSE Equivalent	Typical Age Working at This Level	Curriculum Route if Joined in KS3 (Y7–9)	Curriculum Route if Joined in KS4 (Y10–11)	Curriculum Route if Joined in KS5 (Y12–14)
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Pre-Entry (Pre-Key Stage / Engagement Model)	Very early / highly supported learning; focus on engagement, communication and regulation.	Below NC1	Below GCSE	Typically, 11–16 for pupils with complex needs; occasionally 16–19.	NC-based curriculum heavily scaffolded with KS2/Pre-Key Stage materials; focus on communication & regulation; option to work towards Entry 1 in Y8–9.	Preparation for Entry Level 1; personalised literacy/numeracy; functional skills exposure but not exam-led.	Highly personalised pathway; Entry Level 1 or bespoke non-accredited curriculum; preparation for adulthood focus.
Entry Level 1	Basic literacy/numeracy; highly scaffolded; strong emphasis on confidence and participation.	NC Level 1	Below GCSE	Typically, 11–14; older learners with significant gaps may remain here.	NC curriculum (differentiated KS2); targeted gaps; Entry 1 assessments offered as challenge; aim for Entry 2 by end of KS3.	Entry 1 qualification; transition to Entry 2; strong emphasis on functional independence.	Aim for Entry 2/3; personalised FS pathway; preparation for L1 FS if appropriate; life skills integration.
Entry Level 2	Simple reading, writing and number; structured independence; early generalisation.	NC Level 2	Below GCSE	Typically, 11–15; older learners preparing for Entry 3 or L1 FS.	NC curriculum (Y3–4 level), differentiated; Entry 2 qualification; ambition to reach E3 before end of KS3.	Entry 2/3 qualification; preparation for FS L1; introduction to vocational tasters.	Progress to Entry 3 and then FS L1; vocational entry-level courses; focus on work-related skills.
Entry Level 3	Basic functional literacy/numeracy; increasing independence; real-life application.	NC Level 3	Below GCSE but close to L1 foundation	Typically, 11–16; common working level for many ASC/SEMH learners.	NC curriculum (upper KS2/lower KS3); Entry 3 qualification; GL assessment at end of Y9 determines GCSE suitability.	FS Level 1 preparation; Entry 3 as stepping stone; some GCSE skills introduced (reading papers, basic algebra, writing frames).	FS Level 1 with progression to FS L2; GCSE possible depending on maturity, stability, and GL data.
Level 1	Foundation level; usable literacy/numeracy; capable of structured qualifications.	NC Level 4	GCSE 1–3 (old D–G)	Typically, 13–19 depending on starting points.	Upper KS3 NC; preparation for GCSE Foundation; Level 1 FS attempted where appropriate.	FS Level 1; GCSE Foundation Tier where GL predictions & teacher judgement support entry.	FS Level 1 → FS Level 2; GCSE Foundation; vocational Level 1/2 courses.

Level 2	Secure, competent performance; GCSE-ready; able to work with minimal scaffolding.	NC Level 5–6	GCSE 4–9	Typically, 14–19.	GCSE Foundation Tier (for the minority meeting criteria at KS3 end).	GCSE Foundation Tier; FS Level 2 as parallel qualification.	GCSE Foundation or resit; FS Level 2 for those needing alternative qualification; Level 2 vocational units.
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