



Trident Alternative Provision **Curriculum Policy**

Date policy last reviewed: September 2026

Signed by:

P. Kaur Headteacher

Date: September 2026

G. Singh Proprietor

Date: September 2026

Statement of Intent: Build. Nurture. Release.

Trident Alternative Provision recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision. Our mission is to **build firm foundations for the future**. We exist to enable every young person to overcome barriers, realise their potential and progress successfully into education, employment and adult life. We achieve this through a curriculum that:

- Nurtures social, emotional and mental wellbeing, through therapeutic practice, attachment-aware approaches, positive relationships, personalised support and family engagement and liaison;
- Builds knowledge, skills and confidence through academic and functional learning, vocational and enrichment opportunities, personal development and careers education;
- Releases young people into positive and sustainable destinations through qualifications, employability skills, work-related learning, independent living skills and destination planning.

This philosophy underpins every aspect of our provision. We **build** the knowledge, skills, character and confidence of every young person; we **nurture** learners through highly personalised, trauma-informed and relationship-based approaches that remove barriers to learning and promote positive wellbeing; we **release** young people into adulthood equipped with the qualifications, resilience, employability skills and aspirations required to thrive in education, employment and society. This document sets out the Trident curriculum model, pathways, support structures and progression opportunities available to learners aged 11–16 and beyond.

Through this policy, the school aims to:

- 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 differentiation and personalisation.
- Prepare all pupils for the next stage of their education and for life in modern society.
- Be committed to excellence and continuous improvement.
- Provide courses that meet the needs of pupils.
- Nurture the talents of all and celebrate success.
- Work with feeder schools and external agencies to ease transition.
- Involve the stakeholders, including parents, in curriculum development.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'The national curriculum in England'

- Education (Independent School Standards) Regulations (2014)

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
 - prepares pupils for the opportunities, responsibilities, and experiences of life in British society

CURRICULUM AIMS AND INTENT

INTENT	IMPLEMENTATION	IMPACT
Our curriculum is designed to develop learners who are: • Confident communicators • Emotionally resilient • Independent learners • Active citizens • Employable young adults • Prepared for further education and training We recognise that many learners arrive with: • Significant gaps in learning • Poor attendance histories • SEMH needs • Trauma experiences • Multiple exclusions • Reduced confidence in education Our curriculum directly addresses these barriers.	The curriculum is implemented through: • Small class sizes • Personalised timetables • Remote and Outreach teaching and support • Individual support plans • Functional and academic pathways • Vocational learning • Therapeutic approaches • Careers education • Multi-agency collaboration <i>Trident's flexible delivery model can be worked into an EOTAS package that can be overseen by the school, if required. By placing eligible students on roll, high standards are ensured.</i> Delivery is adapted according to each learner's needs, engagement level and aspirations.	Success is measured through: ➤ Educational Outcomes • Qualifications achieved • Progress in English and Mathematics • Reading age improvements ➤ SEMH Outcomes • Emotional regulation • Self-confidence • Positive relationships ➤ Engagement Outcomes • Attendance • Participation • Reduction in avoidance behaviours ➤ Destination Outcomes • Further education • Apprenticeships • Training • Employment

The school's curriculum is designed with pupils' learning at the centre. The school recognises that the curriculum has to be broad, balanced, and offer pupils opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, the school aims to ensure pupils enjoy learning and feel prepared for life after school. The school intends to offer pupils new and exciting experiences through enrichment and extra-curricular activities that are designed to build resilience, confidence and self-esteem.

At Trident Alternative Provision, we provide ambitious, personalised and trauma-informed education for young people aged 11-16 through: • School-based provision • Remote online learning • Home tutoring • Alternative provision placements • Vocational learning	Our curriculum is designed to: • Re-engage learners with education • Close gaps in learning • Improve attendance and participation • Develop emotional resilience • Raise aspirations and prepare students for adulthood • Ensure successful transition into education, employment or training
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How the school intends to deliver the curriculum

Our curriculum is designed around four core principles:

- Engagement - providing meaningful learning experiences that encourage students to reconnect with education;
- Achievement - ensuring all pupils access qualifications appropriate to their needs and aspirations;
- Independence - developing life skills, employability skills and self-confidence;
- Preparation for Adulthood - preparing learners for successful post-16 destinations.

Our curriculum delivery models include:		
School-Based Learning – this is designed for students who can attend site regularly and includes subject specialist teaching, small group learning, therapeutic support and vocational and enrichment provision.	Remote Learning - designed for students with EBSA, medical needs, those who require transition programmes or reintegration plans. This delivery model includes live online teaching and tutoring, virtual mentoring, small online groups, progress reviews and Functional Skills delivery.	Home & Off-Site Tutoring - designed for students unable to access either school or online provision, this model includes personalised programmes, academic intervention; therapeutic engagement and reintegration planning.

A full list of subjects available to pupils in each year can be found in the Curriculum content section of this policy.

In addition to these, we offer **Enrichment activities**: The school provides a variety of extracurricular activities for pupils that enhance their learning experience. The activities we offer can be found in the Extracurricular activities section of this policy.

The curriculum offer for individual pupils is divided into a series of pathways. Whilst not mutually exclusive, these take into account pupils' starting points and pathways best suited to their progression:

Trident Pathway Model (NB: Bespoke Fast-Track courses are available when required):

FOUNDATION PATHWAY	EMERGING PATHWAY	PRACTICAL PATHWAY	FS & VOCATIONAL PATHWAY	ACADEMIC PATHWAY	POST-16 PATHWAY
Purpose: Build confidence, attendance, participation and curriculum engagement. Learners: Students with significant anxiety, EBSA, prolonged absence, reintegration needs, and high levels of adult support. Key Support: Relationship-based: Named key worker, daily check-ins, trusted adult. Attendance: Reduced timetables, flexible starts, safe spaces, graduated attendance plans. Therapeutic: Emotional regulation, anxiety management, trauma-informed support. Family: Regular communication, joint reviews, parent support planning. Curriculum Cornerstones Sequential/Thematic learning PSHE Literacy intervention Wellbeing programme Vocational tasters Progression Indicators Better attendance and participation Reduced anxiety Positive relationships Improved emotional regulation Greater independence Expected Outcomes	Purpose: Further engagement through personalised, flexible learning. Learners: Disengaged students, those needing highly personalised provision, flexible delivery, and ongoing SEMH support. Key Support: Personalised provision: Bespoke curriculum, blended learning, individual targets. Engagement and behaviour: Success-based planning, small-group teaching, motivational approaches. Multi-agency support: CAMHS, social care and SEND professionals. Curriculum National Curriculum English and Maths PSHE AQA Unit Awards Functional Skills Certificates Progression Indicators Consistent engagement Improved attendance Positive relationships Sustained participation Readiness for broader learning Expected Outcomes Progression to Pathway 3 or Pathway 4.	Purpose: Develop independence, aspiration and readiness for accredited learning. Learners: Students who engage best through practical, project-based learning and are preparing for accredited programmes. Key Support: Teaching approaches: Practical activities, project-based and experiential learning. Employability: Workplace behaviours, communication skills and teamwork. Personal development: Independence, confidence and decision-making. Curriculum Functional Skills English and Mathematics ASDAN Entry Level Certificates Digital Skills Vocational Programmes PSHE Progression Indicators Consistent curriculum engagement Increased independence Readiness for qualifications Positive engagement in vocational learning Clear aspirations identified Expected Outcomes Improved engagement and independence	Purpose: Develop employability, practical skills and qualification outcomes through vocational and career-focused learning. Learners: Students who engage best through applied and vocational learning, benefit from practical experiences, and are preparing for further training, apprenticeships, employment or vocational study. Key Support Vocational learning: Practical, hands-on delivery linked to real-world contexts. Employability development: Workplace behaviours, communication, teamwork and problem-solving. Personal development: Confidence, independence, resilience and career planning. Progression support: Careers guidance, work-related learning and transition planning. Curriculum Functional Skills English Functional Skills Maths Employability Personal and Social Development (PSD) Retail Knowledge Occupational Studies Vocational Areas Construction Occupational Studies Digital Skills	Purpose: Develop academic achievement, independent learning and progression to further education, training or employment through an accredited curriculum. Learners: Students who can engage consistently with subject-based learning, work towards formal qualifications, and demonstrate readiness for increased academic challenge. Key Support: Academic progress: Targeted intervention, study skills and examination preparation. Learning and engagement: Structured routines, independent learning and high expectations. Pastoral support: Ongoing wellbeing, attendance and aspiration-focused support. Progression planning: Careers education, guidance and post-16 transition support. Curriculum iGCSE English GCSE Maths iGCSE Human Biology GCSE Citizenship ELC Humanities Digital Skills ASDAN PE PSHE Progression Indicators Consistent attendance and engagement Secure academic progress	Purpose: To develop vocational skills, employability, independence and career aspirations through practical, industry-focused learning. Learners: Students who access the school's post-16 vocational provision and benefit from practical, career-focused learning linked to their aspirations and future destinations. Key Support: Individual progression planning; Careers education and guidance; Employability and workplace skills development; Functional Skills support embedded across the curriculum; Transition planning for education, training and employment. Progression Routes: Academic Progression GCSE resits Functional Skills Level 2 College transition Personal & Social Development Vocational Progression Construction Industries Occupational Studies Hairdressing; Barbering Beauty Sport Music Technology Digital Skills Cooking Skills ASDAN

Improved attendance, engagement and emotional regulation Readiness for Pathway 2		Increased confidence and employability skills Achievement of accredited qualifications Clear aspirations and career goals Readiness for further accredited learning Progression to Pathway 4, Pathway 5 or Post-16 provision.	Foodwise Sports Beauty Progression Indicators Consistent engagement in vocational learning Development of employability skills Increased independence and responsibility Achievement of vocational and Functional Skills qualifications Clear progression goals identified Expected Outcomes Achievement of Functional Skills and vocational qualifications Improved employability and workplace readiness Progression to Pathway 4, further education, apprenticeships, training or employment Increased confidence, independence and career aspirations.	Effective independent study skills Successful completion of accredited courses Clear post-16 pathway identified Expected Outcomes Achievement of GCSE, iGCSE, NCFE and/or OCR qualifications Progression to further education, training, apprenticeships or employment Increased independence, aspiration and career readiness.	Employment Progression Apprenticeships Supported internships Employment with training Curriculum Approach Functional Skills embedded throughout all pathways Entry Level → Level 1 → Level 2 progression model Employability and workplace learning Independent living and personal development skills Progression Indicators Achievement of accredited qualifications Increased independence and employability Positive engagement in vocational learning Clear career aspirations and destination plans Readiness for employment, further training or higher-level study Expected Outcomes Achievement of vocational and Functional Skills qualifications; Progression to further education, apprenticeships, supported internships or employment Increased confidence, independence and workplace readiness Sustained positive post-16 destinations.
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Pathway Review Framework

Pathways are not fixed placements: they provide a structured method of ensuring that every learner receives the right support at the right time whilst maintaining ambitious expectations. Learners may move between pathways as confidence, attendance, learning and independence develop.

Each student's pathway placement is formally reviewed:

- On entry
- At each EHCP Annual Review
- Termly pupil progress meetings
- Following significant attendance or attainment changes
- During Year 9 Options and Transition Review
- During Year 11 destination planning

This ensures pathways remain dynamic, responsive and aspirational rather than becoming fixed placement labels.

Vocational Learning

At Trident Alternative Provision, every learner is entitled to weekly vocational learning, incorporating careers education, employer encounters, work-related learning and personalised progression planning.

Vocational options for 11-16 learners may include:

- Construction
- Occupational Studies
- Hairdressing; Barbering; Beauty
- Digital Skills
- Retail
- Sport and Fitness
- Music and Media
- Life Skills
- Employer-led enrichment

How the school involves stakeholders in curriculum planning and delivery

The school values the input of its pupils, parents and the local community regarding the planning and delivery of the curriculum. The school believes that pupils receive a well-rounded education if everyone is involved in shaping it; this is why pupils and parents are sent questionnaires on a termly basis.

The school engages with the wider community by ensuring there are opportunities for pupils to interact within the community and incorporates these into the curriculum via relevant subjects.

The overall aims of the curriculum are to:

- Enable all pupils to be successful learners and achieve high standards.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils who are not achieving age-related expectations to narrow the gap and catch up with their peers.
- Enable pupils to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills.

- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.
- Enable pupils to value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- Teach pupils to be able to discern right from wrong, that actions have consequences, and the value and importance of forgiveness.
- Enable pupils to be creative and to develop their own thinking.
- Help pupils to develop an independent approach to their learning.
- Teach pupils about their ever-changing world, including how the environment and society have changed over time.
- Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Help pupils understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and others, and to be able to live and work cooperatively with others.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom.
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

We achieve this through a curriculum which covers a broad range of subjects and is delivered in a way that enables all pupils to make good progress according to their abilities. Pupils progress is assessed as part of a continuous process which feeds back into making future lessons more effective. The result we aim to achieve is that of enabling our pupils to achieve the entry requirements for their desired progression destination and to have the tools to live independently as adults.

We build the knowledge, skills, character and confidence of every young person; we nurture learners through highly personalised, trauma-informed and relationship-based approaches that remove barriers to learning and promote positive wellbeing; we release young people into adulthood equipped with the qualifications, resilience, employability skills and aspirations required to thrive in education, employment and society.

ROLES AND RESPONSIBILITIES:

The proprietor is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regard to pupil progress and attainment.
- Contributing towards decisions made about the curriculum.
- Formulating a curriculum committee that assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring enough teaching time is provided for pupils to cover elements of the National Curriculum and complete qualification courses.
- Ensuring the school is complying with EHCP funding agreements and teaching an accessible curriculum.
- Proper provision is made for pupils with different abilities and needs, including children with SEND.

The headteacher is responsible for:

- Overseeing long- and medium-term plans for the curriculum in collaboration with subject specialists, support staff and other members of the SLT.
- Communicating the agreed curriculum to stakeholders on an annual basis and ensuring that stakeholders are fully informed on the breadth and balance of the curriculum.
- Producing an annual report for stakeholders advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Holding teachers to account regarding the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date Curriculum Intent Statement.
- Updating and maintaining this policy.

Senior Leaders are responsible for:

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Managing subject leaders and staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising long, medium and short-term lesson plans that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow support colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENDCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDCO and LSAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENDCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.

- Working to close the attainment gap between academically more and less able pupils.

The SENDCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

ORGANISATION AND PLANNING

The school's curriculum will be delivered over 190 days and equally throughout the school week. Each school day is split into two sessions and pupils receive a morning break and a lunchtime break.

In collaboration with subject specialists, teachers and other members of the SLT, the headteacher will devise the following plans:

- **Long-term plans** that deal with the major areas and strands of the national curriculum to be covered across all key stages.
- **Medium-term plans** that deal with the activities within units of work that are set out **termly**.
- **Short-term plans** that are concerned with individual lessons or sessions on a weekly basis and address issues of curriculum differentiation and access for individual pupils.

Where possible, teachers will look for links between areas of learning that will support one another and allow pupils to reinforce their skills from one subject within another. A full list of subjects covered in school can be found in the Curriculum content section of this policy.

Lessons will use a range of techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

Teachers will plan lessons which are accessible yet challenging for all pupils and will ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed once curriculum planning has commenced.

Pupils who are identified as needing additional support will receive it, e.g. those with SEND – this will include dedicated time with TAs and access to specialist resources and equipment where required. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment.

CURRICULUM CONTENT

The school will ensure every pupil has access to the following core subjects:

- English
- Mathematics
- Science
- RE
- PSHE

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- Citizenship
- Computing
- Geography (in KS3)
- History
- PE

Additional Curriculum Features include:

- Vocational Education: Construction, Occupational Studies, Music Production, Retail Knowledge, Employability, Foodwise, Hairdressing, Barbering and Beauty, Digital Skills and Sports qualifications.
- Accreditation Pathways: Functional Skills, Entry Level Certificates (ELC), ASDAN Short Courses, ASDAN Personal and Social Development, NCFE qualifications, AQA Unit Awards, and International GCSE courses.
- Preparation for Adulthood: Embedded throughout the curriculum through employability, personal development, independence, community participation and vocational learning opportunities.
- Personalised Provision: Individualised pathways, therapeutic approaches, alternative provision placements and 1:1 programmes are used where appropriate to meet individual EHCP outcomes and learning needs.

The table below details the subject content of each subject the school offers:

Subject	Subject content
English	English is delivered through a combination of Cornerstones Curriculum, National Curriculum programmes of study, Functional Skills (Entry Level 3, Level 1 and Level 2), and Pearson Edexcel International GCSE English Language pathways. Programmes are differentiated according to need and may be embedded across the wider curriculum for pupils with bespoke provision.

Mathematics	Mathematics is delivered through the Cornerstones Curriculum, White Rose Maths (where appropriate), National Curriculum content, Functional Skills qualifications (Entry Level 3, Level 1 and Level 2), and GCSE pathways for suitable learners. Learning focuses on developing mathematical fluency, problem solving and functional numeracy skills.
Science	Science provision includes the Cornerstones Curriculum, National Curriculum science, Pearson Science resources, Entry Level Certificate (ELC) Science, ASDAN Science Short Courses, and Pearson Edexcel International GCSE Human Biology. Content develops scientific knowledge, enquiry skills and practical understanding.
RE	RE is taught through Cornerstones and National Curriculum-based programmes, enabling pupils to develop understanding of religions, beliefs, values and ethical issues relevant to modern society.
PSHE/RSHE	All pupils access Personal, Social, Health and Economic Education (PSHE), including Relationships, Sex and Health Education (RSHE) appropriate to age and need. Content includes personal development, wellbeing, healthy lifestyles, relationships, online safety, independence, employability and preparation for adulthood. Some learners also access accredited Personal and Social Development (PSD) qualifications.
Art and design	Art is delivered through Cornerstones, National Curriculum programmes, ASDAN Art and ELC Art pathways. Pupils develop practical creative skills, artistic techniques, self-expression and appreciation of visual arts through both curriculum and accredited programmes.
Citizenship	Citizenship is primarily delivered through PSHE/RSHE, Personal and Social Development programmes and wider curriculum activities. Pupils develop understanding of British values, community participation, rights and responsibilities, financial awareness and preparation for adult life.
Computing	Computing is delivered through National Curriculum ICT, Cornerstones Computing, embedded digital learning across subjects, Entry Level 3 Digital Skills qualifications and vocational Digital Skills programmes. Content includes digital literacy, online safety, information technology and use of technology for learning and employment.
Design and technology	Design and Technology is delivered through the Cornerstones Curriculum and vocational learning opportunities, including Construction and Occupational Studies pathways. Pupils develop practical design, making and problem-solving skills alongside workplace-related experiences.
Geography	Geography is taught through Cornerstones, National Curriculum programmes, ASDAN Short Courses and OCR-based learning pathways.

	Pupils develop knowledge of places, environments, human and physical geography, and global awareness.
History	History is delivered through Cornerstones, National Curriculum programmes, ASDAN Short Courses and OCR History pathways. Content develops chronological understanding, historical enquiry and knowledge of significant events and societies.
Music	Music is provided through curriculum enrichment and vocational pathways, including Music Production programmes. Pupils develop performance, listening, creativity and music technology skills where appropriate.
PE	PE is delivered through National Curriculum programmes, Cornerstones PE, ASDAN Short Courses, enrichment activities, AQA Unit Award programmes, NCFE Level 1 Sports qualifications, weekly physical activity opportunities and alternative sporting provision. Content promotes physical competence, healthy lifestyles, teamwork and personal wellbeing.

PSHE

Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE), is provided for all pupils and reflects current statutory guidance. The programme supports the school's mission to *build firm foundations for the future* by nurturing pupils' social, emotional and personal development, building upon their existing knowledge and skills, and preparing them for the next stage of education, employment and adult life. PSHE promotes respect, inclusion and understanding of the protected characteristics identified within the Equality Act 2010. Age- and needs-appropriate RSE is delivered in accordance with the school's RSE policy, with parents consulted and informed of their rights regarding withdrawal from the sex education elements of the curriculum. Discrete PSHE lessons are taught using the PSHE Association Programme of Study, with wider opportunities for personal development embedded across the curriculum. The programme is further enriched through contributions from external agencies and educational visits that support learning on topics such as health, relationships, wellbeing, online safety, drug awareness and sexual health. At Key Stage 4, pupils also have opportunities to achieve accredited qualifications in Personal Development and ASDAN Beliefs and Values, further supporting preparation for adulthood.

Careers education

The school provides a structured and progressive careers education programme that supports pupils from Key Stage 3 through to Key Stage 4, preparing them for future education, training and employment. Careers education follows an agreed six-visit annual model, forming the basis of the Careers Scheme of Work, with planned guidance sessions throughout the academic year. These include early Year 11 guidance and Year 10 work experience reviews in September, mid-year guidance in January, work experience preparation in March, follow-up guidance in May, transition planning in June and final destination support and confirmation in July. Alongside this, pupils follow an Alternative Provision Careers Milestones framework that develops career awareness in Years 7–8, explores options and pathways in Year 9, builds employability skills and workplace readiness in Year 10, and focuses on transition planning and post-16 destinations in Year 11. Careers learning is further supported through staff-delivered resources, including mini careers sessions, work experience booklets and careers milestone materials, ensuring that careers education is embedded throughout the year and reinforced between specialist careers visits.

Reporting and assessment

All reporting and assessments will be conducted in line with the school's Assessment Policy.

The school's assessment processes will be used to plan for differentiation within curriculum delivery, to ensure all pupils can access each lesson, and to inform individual teaching programmes.

Individual pupil performance and progress will be regularly monitored and reviewed. Informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents. Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents. Evaluations and assessments will feed back into future or modified curriculum plans.

Access Arrangements will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance. Assessment of pupils with EAL will take into account the pupils' age, length of time in the UK, previous education and ability in other languages.

Equal opportunities

The school will take account of its duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. When planning and implementing the curriculum, the school will have due regard to the Pupil Equality, Equity, Diversity and Inclusion Policy at all times. Care will be taken within all schemes or work to ensure that all pupils have access to the curriculum content.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

Supporting pupils with SEND

The curriculum is designed to provide access and opportunity for all pupils who attend the school.

Where required, pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's Special Educational Needs and Disabilities (SEND) Policy. This may include:

- Working with LSAs in smaller groups once a week to work on topics covered in lessons to ensure they do not fall behind their peers.
- Taking measures to ensure pupils with SEND are not discriminated against in any way.
- Teachers monitoring the progress of pupils with SEND and reporting this to the SENCO.
- Adopting a close working relationship between the SENCO and teachers to help them break down any barriers pupils with SEND have to achieving.

Extracurricular activities

The school will offer pupils a wide range of extracurricular trips and activities to enhance their academic learning and personal development. Extracurricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

The school will ensure that all pupils are able to participate in the activities and trips available where possible. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted where it is reasonable to do so, to ensure that the pupil can take part.

How work is planned

- All subjects and activities are supported by schemes of work and programme booklets which have details of what is to be taught in each subject 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 or programme booklets which they customise to ensure they are suitable for their cohort of pupils. 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, detailed initial and diagnostic assessments are undertaken to provide an accurate starting point in Reading, Writing, Reading age, Number, Measure, Shape and Space, Statistics and Data. We currently use GL Assessment tests for reading, spelling and maths initial assessment as well as BKSb for diagnostic assessment in English and maths.
- Teachers will use the outcome of the diagnostic assessments to plan work in a way that addresses pupils' common gaps and areas for improvement. They will sequence the delivery of learning activities in a way which ensures that pupils have the knowledge and skills necessary to engage with the topics.
- Where pupils have significant knowledge or skills gaps interventions will be planned in addition to group lessons. Catch Up Literacy and Catch Up Numeracy are incorporated into lessons using IXL assessments and interventions.

How work in each subject is assessed:

Baseline Assessments

On entry, pupils may undergo assessment which includes:

- BKSb assessment
- Reading age assessment
- Academic baseline assessment
- Attendance review
- SEMH profiling
- Behaviour assessment

Ongoing Assessment

Academic progress is monitored through:

- Qualification tracking
- Half-Termly Key Task Assessment points
- Diagnostic assessment
- Progress reviews

SEMH and Engagement Measures

Progress is also reviewed against:

- Attendance
- Participation
- Emotional regulation
- Independence
- Positive relationships
- Engagement with learning

Assessment Framework

Baseline Assessment	Accreditation Routes
On Entry • BKSB • Reading Age • Attendance • Behaviour • SEMH Assessment Ongoing Assessment Academic • Termly assessment points • Qualification tracking • Progress monitoring SEMH • Engagement • Attendance • Emotional regulation • Independence	Entry Level • ELC • ASDAN • Functional Skills Level 1 • Functional Skills • NCFE • Employability • L1 Vocational Qualifications Level 2 • GCSE • iGCSE • Functional Skills • L2 Vocational Qualifications

Reporting to Parents:

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

Monitoring and review

This policy is reviewed annually by the headteacher and the proprietor.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is September 2027.