



T.I.M.E Logic House
138 Central Street St Helens
WA10 1UD
Tel: 01744 808040

enquiries@thisismyeducation.org.uk

Managing Director: Jillian Fairclough
jillianfairclough@thisismyeducation.org.uk

Facebook: This Is My Education

TIME Curriculum Policy

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1. Context

Time Education is an independent specialist school for students/learners aged between 13 - 18, with a range of strengths and needs.

Most of our students have autism, ADHD and/or other associated conditions. This often affects the way in which they make sense of the world, how they process information and how they relate to others.

Our aim is to provide a curriculum which supports all of our students to make progress and achieve success.

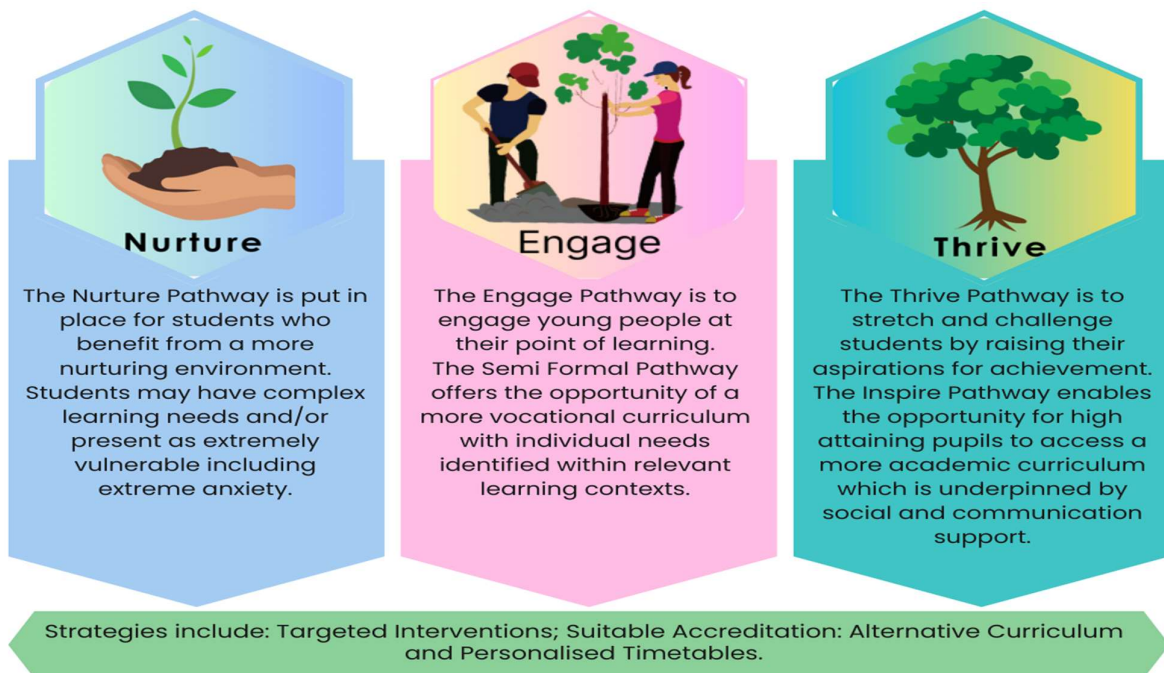
In order to achieve our aim (along with the 16- 18 programmes of study at Key Stage 5) we are able to offer a range of additional subjects and activities, making the most of our on-site and off-site facilities and staff expertise.

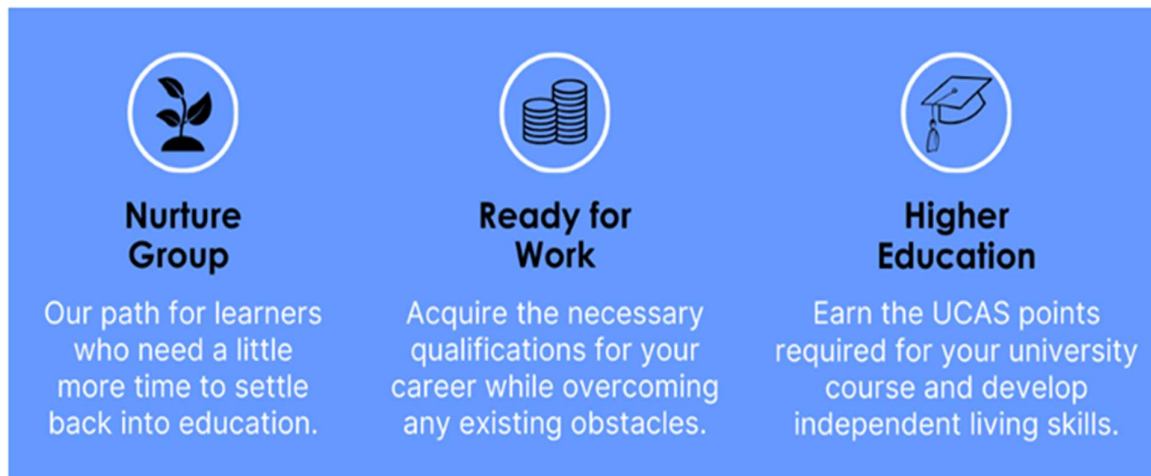
In addition, we ensure that student well-being and preparation for adulthood are at the heart of what we do. Our approach appeals to the strengths and interests of our students, and we are extremely proud of all that they achieve.

Our Curriculum Pathway

Our three curriculum pathways for pre and post 16. These are designed to ensure that every young person in our care has the opportunity to access learning which is tailored to their needs and abilities.

Pre 16





2. Intent

The aims and values of This Is My Education (TIME) are to promote individuals' potential to develop into confident, resilient, critical thinking and skilled young people who will make a positive contribution to society and live as independent a life as possible.

This Is My Education (TIME) aims to provide all students, particularly disadvantaged and those with SEND, with a breadth of inclusive opportunities both inside and outside of the classroom in order to equip them with the knowledge, skills, memorable experiences, cultural capital and character, necessary to enable them to become well-rounded, successful and happy citizens, who are capable of becoming what they want to be in a rapidly changing world.

The curriculum is designed to develop the knowledge and skills that students will need to succeed both in their studies and later life. All students have the opportunity to study a broad range of subjects in key stage 3 and a strong academic core of subjects in years 10 and 11. In nurture we cover KS2 topics for those learners who have missed out on significant education.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. The school constantly provides enrichment opportunities to engage and offer high quality learning.

Enrichment opportunities provide memorable experiences and ensure there are no limits to the learning environment and a students' curiosity and a thirst for new experiences and knowledge. We also aim to support young people to access as many new experiences as possible.

Leaders ensure that the curriculum is designed to prepare students with the knowledge and skills to access the next phase of education, training or employment.

The Curriculum at TIME consists of three key focus areas which are consistent across all key stages for all students.

The focus areas include:

- Academic/Vocational achievement
- Personal Development
- Preparing for adulthood

The delivery of these focus areas is reflective of age, stage, and carefully selected learning programmes based on individual needs and aspirations.

We are therefore committed to the following principles:

- To respect and value all individual students and staff
- To provide the highest standards of care and education.
- To ensure safety, security and opportunities for success
- To foster students' social, moral, spiritual and cultural development This Is My Education (TIME) delivers a differentiated curriculum which is aligned to students' ages, levels of ability, interests and aspirations. It is coherent, imaginative and well planned, building systematically on prior experiences. There is integrated therapeutic support as necessary and a focus on developing resilience and preparing students for the next stage in their lives. A combination of on and off-site learning is delivered as appropriate for each individual.

2.1 Curriculum

This specialist curriculum is tailored to our students' individual needs and based on a person-centred planning framework. All students will have access to a broad and rich curriculum. Personalised planning takes place for each student. This will be added to each academic year to build a clear path towards accredited courses which are appropriate to ability levels and individual aspirations.

2.2 Academic/ Vocational Achievement

This key focus area concentrates on the specific learning pathways that students will study across all key stages:

- We aim to deliver a broad range of subjects that addresses the needs of all students.
- We offer subjects and learning pathways that support future aspirations, interests and strengths.
- Students achieve functional reading, writing, communication and numeracy skills.

In KS4 and KS5 students have greater ownership of what they choose and are able to study in relation to their own personal aspirations, interests and strengths following an academic, vocational or mixed pathway.

2.3 Personal Development

This focus area draws attention to the personalised work and potential interventions required to reduce barriers to learning and therefore enhancing the opportunity to learn and progress.

This area draws upon the expertise of a wide range of both internal and external professionals in addition to teaching staff such as clinical services, pastoral staff and external agencies.

The holistic care will:

- Support learning needs and reduce barriers to learning.
- Enable students to manage their emotions effectively and achieve optimal well-being.
- Enable students to acquire a sense of well-being along with positive social skills.

- Ensure EHCP outcomes are achieved.

2.4 Preparing for Adulthood

This focus area builds on transition across year groups and key stages and preparation into adulthood so that students are provided the best opportunity to maintain success beyond their time at TIME.

Careers Education, Information, Advice and Guidance (CEIAG) support and developing leadership skills via programmes are integral to supporting the aims of preparing TIME students for adulthood.

Embedding preparation for adulthood allows our students to:

- Acquire, develop and consolidate functional living skills.
- Receive and engage with high-quality independent Careers, Information, Advice and Guidance, transition support.
- Develop employability skills.
- Prepare themselves for their next steps in education, training or employment.
- Take responsibility for the management of their own health and wellbeing.
- Become an integral member of their school and local community.

At TIME we aim to provide an aspirational curriculum that supports students to develop their knowledge and skills as appropriate to their age, ability and stage of development.

The curriculum has been developed to prepare students for life beyond TIME. We aim to prepare students with life skills that will allow them to become independent adults. We promote spiritual, moral, cultural, mental and physical development of students on a daily basis. Students get involved in community engagement activities.

Our Curriculum is ambitious to ensure that students have the opportunity to achieve their full potential. We have high expectations of all students to ensure that they leave TIME with a range of qualifications that will support them on the next stage of their educational journey. Our current offer is a mix of GCSE/ vocational/ functional skills qualifications offered both on the main school site and at our purpose built off site vocational facilities.

3. Implementation

We provide a learning environment for young people with a variety of special educational needs. Our students have historically struggled to access a traditional formal curriculum therefore a creative and cultural based approach enhances the curriculum offer. We are determined not to sacrifice rigour to creativity, believing that it is possible, with enough careful planning, to have both. We put great value on students being the best they can be while acknowledging that some may have significant barriers to learning and we help to overcome them and develop their education.

Each subject area uses a variety of approaches to ensure the curriculum is adapted to individual students, supporting students to remember what they learn.

To achieve our intentions, we will

We use the Formal Curriculum for pupils with ASD and SLD and elements of the national curriculum accessed at a level appropriate for pupils with ASD and MLD.

- Use a rolling plan of topics and themes that support access to each curriculum pathway and teaching of foundation subjects
- Carefully respond to pupil preferences and interests

- Collaborate with external therapists to support best possible outcomes for learners (including Education psychologists, Speech and Language Therapists, , Occupational Therapists, Children and Adult Mental Health services).
- Ensure our staff are specially and highly trained to support the delivery of a meaningful curriculum
- Offer an extension of the curriculum to include outdoor learning, for example regular access to Young Leaders Award and Horticulture
- PE and Creative arts subjects will be delivered by specialist teachers.
- Personalise the curriculum informed by EHCP outcomes
- Provide a range of learning environments including small group, whole class and indoor and outdoor learning
- Ensure that teaching builds on previous learning
- Promote pupil voice through school council, contributions to annual review process and assemblies
- Access the community by having a wide range of partnerships with a number of cultural institutions.
- Review, reflect and evaluate with the class teacher in order to support individual needs.
- Collaborate with a range of Colleges and further education providers to deliver successful transition programs for our learners.

The school has distinct phases relating to:

3.1 Nurture

The Nurture Pathway is tailored to the needs of students whose main barrier to learning is an aspect of Attachment disorder or are highly vulnerable or have adverse childhood experiences that have impacted their social, emotional and cognitive development. Prior to attending This Is My Education School, students following the Nurture Pathway have often been unable to attend mainstream settings for extended periods, due, for example, to extreme levels of anxiety or refusal.

At This Is My Education, our Nurture pathway is designed for KS3 and KS4 students who have significant gaps in their prior learning due to disrupted or missed education. We deliver a bespoke curriculum pathway based on the KS2 and lower KS3 National Curriculum, with adaptations to address individual needs and enable students to build foundational knowledge and skills. This approach ensures our students are equipped for future learning, accreditation, and positive progression.

Pupils are taught structured Nurture sessions focusing on key areas of social development. The content of these sessions is planned by an experienced member of staff but is flexible based on the individual nature of the SEMH pupils and each cohort.

The curriculum themes and the length of topics will be tailored to the needs and abilities and fully differentiated to meet the specific needs and gaps in social learning and need for practice and are taken from a bank of topics including a full programme designed by the school SENCO (Special Education Needs Coordinator) and ELSA (Emotional Literacy Support Assistant).

Nurture Students within this pathway will be supported by at least 1 tutor and 1 teaching assistant. Specialist teachers can be deployed to support the curriculum if appropriate. This is a differentiated curriculum tailored to meet individual needs. Personal Development will be embedded through each subject to ensure student's emotional needs are met. Students may attend lessons with other classes, as appropriate to allow them access to the Explore Curriculum.

Before entry pupil EHCPs are read and forensically analysed along with Educational Psychologist reports and other supporting documents to gain an overall picture of the individuals and the group as a whole. From here initial ideas are collated for the first units of the Nurture curriculum. Once pupils have begun to settle in the school, staff have a deeper understanding of their strengths and difficulties, usually around the end of the first half term, to determine the next steps for the development of that cohort's curriculum.

The work of the Nurture lessons does not stop at the classroom door. Pupils across the school are required to sit as form groups with their key form staff at the lunch table. This is further practice for pupils' social skills as many do not sit together as a family at home. Pupils are reminded about the social practices of table manners, choice of subject matter and language whilst with adults, along with the skills of respect, turn taking and patience. This conversation is often led by staff to discuss topics covered in Independent Living/PHSE, situations which may have developed throughout the day or to discuss events in the news if required. This is seen as valuable learning time by staff as pupils talk more freely in the unstructured environment away from the perceived pressures of the classroom. This gives many opportunities for overlearning much of the skills and knowledge introduced and explored in the classroom.

Students are assessed regularly to see when they are ready to access the Semi Formal or Formal curriculum subjects.

3.2 KS3

All students study a curriculum of English, mathematics, Science, and PE.

Through Year 9, students have the ability to gain deeper knowledge and understanding of specific areas of, Expressive Arts, Creative Learning, Employability, Independent Living and Vocational taster sessions.

TIME lessons cover the social, morale, spiritual and cultural elements of the curriculum all linked to our core values. They also cover personal, social and health education, relationship and sex education, financial capability, and British Values in line with statutory requirements.

Cross curricular Theme Days are held regularly throughout the year to give students enhanced experiences that build on the strong Social, Moral and Cultural ethos of the school.

An additional lunchtime and after-school enrichment programme include a range of sporting activities, expressive arts, and STEM activities. There is daily support for homework in the library.

3.3 KS4

All students work towards national qualifications, studying a broad and balanced curriculum allowing a variety of different progression routes into post 16, further education, and apprenticeships.

We offer subjects in each area of the National Curriculum. All students study the core subjects; GCSE English Language and Mathematics. Entry Level to Level 2 Science and ICT Entry Level – Level 1 Digital Skills. For those learners who are not able to access GCSE we offer functional Skills Entry Level 1 – Level 2.

We also offer a range of optional subjects from Entry Level -Level 2 qualifications. Students then can gain deeper knowledge and understanding in up to 5 option subjects.

Students have the choice to Vocational Training courses from the following option subjects:

- > Construction
- > Motor Vehicle
- > Hair and Beauty
- > Sport
- > Art

Non accredited courses that we offer alongside the curriculum to support learners prepare for adulthood include:

- > Citizenship
- > PSHE/RSE
- > Independent Living
- > Employability

Students receive guidance on how to select the most appropriate option subjects to meet their needs, interests, aptitudes, and aspirations.

To further support some of our learners, a more personalised provision is also offered, which may include off-site learning via alternative providers on a part-time basis.

TIME lessons cover the social, morale, spiritual and cultural elements of the curriculum all linked to our core values. They also cover personal, social and health education, relationship and sex education, financial capability, and British Values in line with statutory requirements.

Cross curricular Theme Days are held regularly throughout the year to give students enhanced experiences that build on the strong Social, Moral and Cultural ethos of the school.

A full programme of events is in place to support this important phase in a student's journey, including:

- > Options information evening
- > Subject consultation appointments
- > Options interviews
- > Parents' Evening

3.4 KS5/16 – 18

Our college approach offered at the main school site enables students to follow 16-18 programmes of study. Young people will be able to access a range of courses from functional Skills, GCSE or Higher Education courses, both academic and vocational that will help to prepare them for future education, training or employment.

Our curriculum is designed to cater to the diverse needs of our learners, with a particular emphasis on the distinct requirements of post-16 education, which is structured slightly differently from pre-16 provisions. The post-16 curriculum is grounded in three primary intents, each tailored to facilitate the personal and academic growth of our students.

Firstly, we offer a **nurture curriculum** aimed at learners who have experienced a prolonged absence from education. This element is specifically designed to support individuals in easing back into a learning environment, focusing on addressing Social, Emotional, and Mental Health (SEMH) barriers that may hinder educational engagement.

Secondly, our **"Get Ready to Work"** curriculum emphasises practical learning experiences, including work placements and the development of essential employability skills. This component prepares students for the transition into the workforce by equipping them with the competencies sought by employers.

Finally, the "**Getting Ready for Further or Higher Education**" curriculum is dedicated to ensuring that learners acquire the qualifications and skills necessary for their next educational steps. This aspect enables students to be well-prepared for future academic challenges.

To ensure a bespoke learning experience, learners may access all three provisions, allowing for a tailored approach to meet individual needs. Overall, the post-16 curriculum is designed to prepare learners for adulthood by teaching essential independent living skills and integrating them into the community through various projects, thereby fostering a sense of belonging and responsibility.

Classes – All students are streamed according to a number of variables including their chronological age, communication and cognitive ability levels and this is usually determined after a period of assessment once a student has transitioned to us.

3.5 Enrichment opportunities

To prepare for life after TIME Independent School, pupils are encouraged to join a range of clubs, activities, trips and mentoring sessions to develop their interest and talents. We want to provide interesting and memorable alternatives to classroom-based learning that will broaden the experiences of pupils and enrich their lives.

Students also receive a personalised programme of Personal, Social and Health Education (PSHE). Within this part of the curriculum, students will continue to develop their independent study skills and receive personalised careers education and guidance. Students are fully supported in all their future career aspirations

3.6 Student Experience

Equally important to the taught curriculum is the portfolio of experiences to enable personal and social development, develop citizenship and community work and present challenges.

These include work experience at Key Stage 4 and 5, trips, a wide range of well attended extra-curricular clubs, including Languages, self-esteem and confidence building, Horticulture and Arts, fundraising events, supporting others, mentoring, and representing the school. All have the aim of helping our young people to develop their identity, so they are ready and equipped to fully engage with life beyond school.

3.7 Accreditation

Courses are accredited according to the students age and ability levels from AQA, Functional Skills, Skills for Further Learning and Employment RQF, and GCSE.

We also offer Level 3 Access to HE (Higher Education) Diploma is a life-changing qualification specifically designed for adult learners, as an alternative route to A-Levels onto university degree courses.

3.8 Reading at TIME

At TIME our aim is to develop a love of reading, we strongly promote opportunities to do so via the library links allowing learners to choose their own text. We have a clear Reading Strategy to ensure all students leave us as a reader. Some key aspects of our Reading Strategy are:

Reading Interventions

'That Reading Thing' (TRT) programme is used to develop initial reading skills and focuses on the explicit teaching of phonics to de-code and word and sentence level work to develop comprehension. Reading skills such as skimming, scanning, continuous reading and close reading, are taught alongside decoding to develop fluency and efficiency. TRT is fun but satisfying, challenging but safe and fast. It is evidence-based and externally assessed by Professor Greg Brooks. Students work from sound to print using age-appropriate vocabulary and authentic reading material. The method is rooted in linguistic phonics but has grown its own way of working with older learners for the fastest possible results

All pupils are exposed to a number of age-appropriate and challenging texts as a means of broadening their cultural capital. These may take the form of extracts that are studied as part of units of work or the class readers that pupils study throughout the academic year. The department continues to place great stores by wider reading and all pupils at TIME are required to fill in a reading log which documents their reading habits. In addition to this, the department continues to invest money in the latest book releases, ensuring that all English teachers enjoy a breadth of choice when choosing a book to study with their classes. A number of the texts studied explore different cultures to their own, therefore affording pupils the opportunities to study different cultures to their own.

Moreover, all pupils in KS3/4 have a timetabled library visit, ensuring that the opportunity to read for pleasure and to borrow books is available to all. During lessons, all pupils are encouraged to read aloud as a means of achieving fluency and accuracy – anyone who seems to struggle in this aspect of reading is flagged up to the SENCO for further diagnostic testing.

Students all have a reading strategy plan within their ILP that all teachers support within their individual lessons.

Reading across the curriculum

Accessing, understanding and using written text form the basis of independent learning across the curriculum. For this to occur successfully, our students are explicitly taught to read, understand and use subject-specific vocabulary before encountering these words within text. 'Word Walls' in classrooms promote disciplinary literacy and we believe that this provides students with an opportunity to progress within the subject area.

All learners have key workbooks to develop their vocabulary.

Reading for Pleasure

All students are encouraged to use the school library, where they can take books out to read on a regular basis. Reading for pleasure is actively promoted through the implementation of reading trackers and regular whole school reading activities during Form Times. Students also have access to the local library that they access as part of their curriculum.

Many learners come to TIME with a dislike of reading, Many learners find it hard to concentrate. We start with podcasts/you tube and slowly integrate books as part of our plan to break the reading stigma.

3.9 Homework

We believe that learning does not stop or start when a pupil leaves or enters a classroom. We encourage debate, conversation both in class but also outside the activity area and lunchroom, teaching our pupils the power of good communication.

The homework we set is carefully tailored to help pupils develop a deeper understanding of the subject, building on learning inside the classroom

3.10 Raising Aspirations

We feel that exposure and access to opportunities helps to build confidence in our young people, giving them the belief to pursue their ambitions. Raising aspiration is built into our unique curriculum with pupils attending taster days at a wide range of top institutions, teaching them that with hard work there are no barriers to success.

3.11 SMSC and British Values

At TIME, we deliver an education that provides students with regular opportunities to explore and develop their own moral values and beliefs, spiritual awareness, a caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures and societies throughout the world.

As part of the wider SMSC curriculum, students are encouraged to act responsibly and work to support their own and the wider community through themed days and charity fundraising events. The fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths are fully embedded throughout all aspects of the curriculum.

Students are given the chance to experience the cultural and spiritual diversity of life in modern Britain through formal lessons in PSHE. Our PSHE curriculum gives students the chance to discuss a range of issues, allowing them to develop the skills and knowledge to make safe, healthy and informed decisions. The promotion of British Values is planned for and fully embedded within all curriculum areas through the delivery of termly British Values foci.

3.12 Protected characteristics

TIME embraces the principles of the Equality Act 2010. Protected Characteristics are taught and embedded into all aspects of the school curriculum with additional activities focusing upon key themes related to different protected characteristics and respect for diversity.

TIME works with local community organisations to carry out guest speakers to deliver sessions on Empowerment, Anti Bullying and disability.

3.13 Relationship, Sex Education (RSE)

As of September 2020, RSE became statutory for all schools. Parents have the right to withdraw their child from part of the RSE education delivered as part of PSHE. Topics are planned and taught in a sensitive manner, to ensure topics are covered at appropriate points. The curriculum is regularly reviewed, with additional support available to students for more sensitive topics if required.

We work with a range of local agencies to come in and carry out talks on RSE topics that include TAZ and NHS services.

3.14 Careers At TIME

We aim to raise aspirations, challenge stereotypes and encourage students to consider a range of career options. Through regular careers education and guidance, it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which match their strengths, individual needs, knowledge and potential. Students can only fulfil their potential if they fully understand themselves, their strengths and the possibilities available to them both now and in the future.

TIME School uses the Gatsby Report which identifies:

The Eight Benchmarks which are:

1. A Stable careers programme
2. Careers labour market information

3. Addressing the needs of all students
4. Careers in the Curriculum
5. Encounters with employers and employees
6. Work experience and other experiences of work
7. Experiences of HE (Higher Education), FE (Further Education) and other experiences of the workplace
8. Personal guidance by a level Six Careers Adviser

These benchmarks are the framework for careers guidance which are developed to provide students with careers education, information, advice and guidance (CEIAG) Alongside the Gatsby benchmarks we use an assessment tool, Compass + to help track, monitor and evaluate each student's progress within the career's development programme. Compass+ is designed to use data to define key strategic objectives that are student-centred and measurable, which creates action plans to achieve them. Compass + then monitors the status of our plans using data visualisations and individual pupil profiles

3.15 Cross Curricular Links

It is important for all our students that they can recognise the key skills used in all curriculum areas. This enables students to generalise skills they have learned in one subject whilst applying them to the next. Where subject topics overlap, subject leads will utilise this learning opportunity. All subject leads will complete their schemes of learning including literacy and numeracy links within their subject.

All subjects will include a communication focus in their planning and delivery. This same focus will be taught in their personal development sessions whilst maintaining the focus across the curriculum. This fully optimises students' learning opportunities.

3.16 Inclusion and Intervention

The needs of the students educated at This Is My Education (TIME) are varied and often complex. Successful inclusion relies on a good understanding of, and absolute respect for, the needs of the individual. Wherever possible, the school gives all individuals the same access and opportunities as every other student (see also the SEND policy).

Each department sets suitable learning challenges, responds to students' needs and seeks to overcome all potential barriers to learning. This is supported by:

- The school SENCO/or person responsible
- Individual Learner profiles
- Intervention programmes
- Therapeutic support including ELSA
- Wellbeing sessions including Art and Music, sensory sessions.

3.17 Safeguarding children

All elements of the school curriculum are underpinned by the need to enable students to feel safe and adopt safe practices. The Designated Safeguarding Lead (DSL) supports staff in delivering specific safeguarding issues within the curriculum, including how to keep safe, e-safety, anti-bullying, anti- radicalisation, FGM, County Lines and a wide range of awareness raising topics.

3.18 Non-partisan views

Throughout the curriculum we encourage students to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum is designed to be non-partisan, and our staff handbook reminds those with an influence over our students to always maintain a non-partisan approach during curriculum delivery.

3.19 Hidden Curriculum

Within our curriculum we offer our hidden curriculum. This is made up from a range of staff activities and plans throughout our curriculum to support learners within TIME.

These include:

- Cross Curricular links within all the curriculum
- Careers links with each subject
- Theme Days
- Keyworker sessions
- Trips out
- Foster love of reading activities

The curriculum is designed to develop the knowledge and skills that students will need to succeed both in their studies and later life. All students have the opportunity to study a broad range of subjects in key stage 3 and a strong academic core of subjects in years 10 and 11.

4. Impact

The curriculum is delivered in discreet subjects and is carefully mapped in each area to provide students with a coherent learning experience which allows progression.

Subject leaders ensure high quality teaching, learning and achievement across the school in their designated area. A comprehensive written subject policy and development plan that links into whole school development is updated regularly. An annual curriculum review (department self-review) that develops Curriculum Maps, medium term planning and short-term lesson plans is undertaken.

Evidence of student assessment is collated and analysed half termly leading to termly audit and review.

Assessment will be for a variety of purposes: diagnostic, formative and evaluative. It will be used as an aid to make judgements about the achievements of a student and therefore contribute to future planning. These judgements will be based on evidence from more than one source, such as teacher observation, class work, tests, investigations, project-based tasks, and examinations. In addition, progress against EHCP outcomes, social and emotional targets and subject specific learning targets are all monitored.

We intend for all our students to make progress and achieve their own personal success.

Overall curriculum objectives are as follows:

- To develop students ICT and computing skills in all curricular areas.
- To ensure students are equipped with the functional skills necessary to thrive in adult life.
- To provide students with a broad, balanced and relevant curriculum
- To offer all students increased opportunities for Learning outside the Classroom (LoTC).
- To provide access to a differentiated national curriculum.
- To offer accredited courses which are appropriate to ability levels and individual aspirations.
- Use baseline and regular assessment to monitor and develop progression.
- To cater for students' individual learning styles.
- To equip students with the key skills required to appropriately interact within their community.
- To develop a sense of personal achievement.
- To encourage self-motivated learning.
- To prepare students academically, vocationally and socially for adulthood.
- To provide 'memorable experiences'.

- To enhance wider personal development and wellbeing.
- Implement enrichment activities that are varied and have a high take-up across most groups of students.
- To equip students with reading skills necessary to access a broad curriculum.

4.1 Intended outcomes

By implementing a differentiated and modified curriculum This Is My Education (TIME) will:

- Optimise the communication skills of all students.
- Cater for the specific needs and learning difficulties of individual students as described in their EHCPs, by providing teaching and learning opportunities at an appropriate level.
- Engage students' interests in personal development and encourage a thirst for learning.
- Create a positive learning environment where students can work safely.
- Allow students to interact and learn from each other.
- Allow all students to reach their full potential and achieve their own personal success.
- Give students opportunities to develop their key skills.

Through their programme of study, our students will:

- Improve their communication skills.
- Improve their reading, writing and mathematical skills.
- Develop greater levels of independence.
- Have gained the life skills required to function more appropriately in the community.
- Have gained accreditation to demonstrate the levels to which they have studied.
- Have gained relevant experiences to inform their decisions about future careers.
- Have a positive attitude towards their past, present and future learning.
- Develop confidence to move to the world of work, vocational or higher education.
- Have sufficient key skills and self-esteem to approach new situations confidently.

5. Monitoring arrangements

This policy will be reviewed bi-annually by the Head Teacher and will be updated if there are any major changes in legislation. This policy will be ratified by the School Governing Body.