

Curriculum Policy Great Oaks College 2025/26

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Supporting Documents

- Safeguarding Policy (especially contextual safeguarding and curriculum contribution)
- RSHE Policy (statutory coverage and delivery expectations)
- Alternative Provision Policy (curriculum oversight and QA for off-site learning)
- SEND Policy (curriculum access and EHCP alignment)
- Equality & Diversity Policy (representation and inclusion in curriculum content)
- Independent College Standards (parts 1 and 2 – Quality of Education and SMSC development of students)
- SEND Code of Practice
- Education Inspection Framework (EIF)
- Careers and Guidance Policy/ Gatsby Benchmark.
- PSHE Policy
- RHSE Policy
- SMSC Policy
- Teaching Online Safety in schools DfE 2019
- Language, Literacy and Communication Policy
- Behaviour, Welfare and Safety policy.
- Teaching and Learning Policy
- Marking and Feedback Policy
- SMSC Policy
- PSHE Policy
- Monitoring Teaching and Learning Policy
- Fair Assessment Policy
- Examinations Policy

1. Introduction and Aims

This policy outlines the principles, structure, and expectations for delivering a broad, balanced, and ambitious curriculum across our independent special colleges. It ensures full compliance with the Education (Independent College Standards) Regulations 2014 (as amended 2019) and aligns with the National Curriculum in England, while being tailored to meet the complex and diverse needs of students with Social, Emotional and Mental Health (SEMH) needs.

Our curriculum is designed to:-

- Ensure every student has access to the knowledge, skills, and cultural capital needed to thrive in modern Britain.
- Place emotional development, wellbeing, and resilience at the heart of learning.
- Support academic progress while nurturing personal growth and independence.
- Provide flexibility and differentiation to meet the wide-ranging needs of our learners, including those with EHCPs and additional vulnerabilities.

This policy also reflects the expectations of the Non-Association Independent College Inspection Handbook, particularly in relation to how curriculum intent, implementation, and impact are evaluated. It evidences our commitment to meeting the educational needs of students with Special Educational Needs and Disabilities (SEND), and supports inspection readiness across all judgement areas of the Education Inspection Framework (EIF).

We recognise that many of our students arrive having faced significant barriers to learning, including disrupted education, placement breakdowns, and adverse life experiences. As a result, they often present with gaps in learning and are working below age-related expectations. Our curriculum is therefore designed to be responsive, relational, and aspirational, ensuring that every student is supported to make meaningful progress from their individual starting point.

At our college, the curriculum encompasses every planned learning experience, both formal and informal, throughout the college day. This includes lessons, enrichment activities, therapeutic interventions, and social learning opportunities. All staff are responsible for planning and structuring these experiences to maximise their impact on attainment, progress, and personal development.

Our college aims to:

- Provide a safe and nurturing environment in which students are happy to learn and confident to take risks enabling them to develop their skills and talents to the best of their ability.
- To teach students to be able to understand and respect themselves and others and to have high esteem that comes from an understanding that they are respected and valued.
- To teach students to discern right from wrong and support them to make informed and thoughtful choices
- To teach students to develop and appreciate positive, safe and healthy relationships
- To promote a positive attitude towards learning, so that students enjoy coming to college and cultivate a firm foundation for life-long learning and success.
- To teach students the basic skills required for them to fully participate in society i.e. that they are effective communicators, literate, numerate and have adequate computing skills.
- To enable students to be creative and to develop their own thinking skills.
- To nurture students to become increasingly confident and independent
- To teach students about their ever-changing world including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage.

Our E.P.I.C. values—Excellence, Passion, Integrity, and Care—are embedded throughout the curriculum. We set aspirational end points for each student, informed by their baseline assessments, EHCP outcomes, and individual needs. Each subject is planned with explicit, sequential building blocks of knowledge, ensuring that students can build towards meaningful qualifications, independence, and successful transitions into adulthood.

2. Curriculum Content

Our curriculum is designed to be broad, balanced, and ambitious, fully compliant with the Independent College Standards and aligned with statutory expectations, including the National Curriculum in England. It is carefully adapted to meet the diverse needs of students with Social, Emotional and Mental Health (SEMH) needs and those with Special Educational Needs and Disabilities (SEND).

Curriculum Content

We ensure structured and meaningful learning across the following domains:-

- **Linguistic** – English, communication, literacy, and where appropriate, modern foreign languages.
- **Mathematical** – Mathematics, numeracy, and problem-solving.
- **Scientific** – Science and technology.
- **Technological** – Computing and/or design and technology.
- **Human and Social** – History, geography, religious education and/or social studies.
- **Physical** – Physical education, movement, health, and fitness.
- **Aesthetic and Creative** – Art, music, drama, and/or design.

In addition, our curriculum:-

- Delivers core knowledge and skills aligned with the National Curriculum, with appropriate adaptation for students with SEND.
- Provides Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSHE) were statutory.
- Promotes Spiritual, Moral, Social and Cultural (SMSC) development and British Values—democracy, rule of law, individual liberty, mutual respect, and tolerance.
- Embeds a strong focus on independence, life skills, and personal development, placing emotional wellbeing and SEMH growth at the centre.
- Prepares students for further education, training, employment, and confident participation in adult and community life.

The college may adopt nationally recognised curriculum designs and frameworks to support consistency, quality, and statutory alignment. Examples include the use of White Rose Maths for mathematics, Jigsaw for PSHE and RSHE, and other accredited schemes that support progression, adaptation, and inspection readiness. These resources are selected to ensure accessibility for students with SEND and SEMH needs, and to support staff in delivering sequenced, ambitious learning across settings.

Curriculum Intention:

At Great Oaks College we understand that ensuring the health, safety and wellbeing of our students is the most important thing we do. Therefore, the focus for our curriculum is the social and emotional development and personal growth of all our students. They improve their life skills; develop methods of overcoming challenges or problems and develop resilience. Our emphasis is on providing plentiful opportunities for social, moral, spiritual and cultural development of our students. Social and emotional literacy and SMSC are woven through everything we do. We support students to achieve their full potential within a safe, positive and nurturing environment.

Throughout this document the term curriculum will refer to the wide range of learning and enriching activities that are available to our students. All aspects of learning are designed to ensure that they enhance and further develop the student's social, emotional awareness and life skills. Our curriculum is developed with consideration of how individual students best learn and develop and our students are nurtured and supported to grow into happy, healthy, responsible and confident people, who develop the skills to work alongside and co-operate with others. They are taught to be respectful of others, their beliefs and identities; encouraged to become life-long learners, who recognise themselves as valuable members of society. We support students to develop their learning skills and self-esteem, enabling them to understand their emotions and the consequences of their life choices.

We aim to ensure that our curriculum is fun, exciting and engaging for our students. We focus not only on traditional subjects and class-based learning, but we pride ourselves on our very broad and adventurous curriculum. This is enjoyed by our students and allows them to experience success, build trusting relationships and develop a wide range of skills and knowledge in different learning environments. Many of our students have previously experienced difficulties accessing a mainstream college setting and therefore may lack trust and confidence and may have barriers and significant gaps in their learning. The adventurous curriculum that we offer can help students to make sense of the world around them, understand how society functions whilst learning to trust adults and develop confidence. We aim to support all students to develop into independent, successful learners that can actively contribute to their community.

All students are encouraged to participate in Sports, Outdoor Education, Music, Arts, PHSE, careers and other self-esteem enhancing activities which, Great Oaks College, Education believe, gives students the ability to learn successfully in more academic areas. Almost all of our students have Education and Health Care Plans (focused around social, emotional and mental health difficulties).

All aspects of the curriculum actively promote those values that are fundamental to our culture and society; namely: democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs.

Curriculum Implementation

Our curriculum is delivered through:-

- Small class sizes, or in some cases on a 1:1 basis, with appropriately qualified and trained staff.
- Balanced weekly timetables that ensure depth in core subjects while allowing time for SEMH enrichment and therapeutic input.
- Trauma-informed and relational pedagogy, tailored to SEMH needs.
- Individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.
- A consistent emphasis on inclusion, safeguarding, and wellbeing across all subjects and settings.

Great Oaks College Curriculum:

- Is rich, balanced and promotes the highest standards of achievement by all students regardless of ability, racial origin, gender, disability or past educational history, student's spiritual, moral, social and cultural development, preparing them to be responsible citizens.
- It is planned to take account of national, local and individual priorities.
- Promotes spiritual, moral, social and cultural, as well as academic and physical development; and support students understanding of fundamental British Values
- Offers opportunities to acquire and develop key skills to equip them for current and future roles (i.e. Speech, language and communication skills; Literacy; Numeracy, ICT and social skills.
- Offers the opportunity to gain accreditation matched to each student's ability whenever appropriate and available.
- Facilitates independence and confidence, preparing students for the opportunities, responsibilities, experiences of adult life and their next academic steps.
- Caters to and for their interests, aptitudes and needs to support progression to their next steps

Each student has access to a bespoke curriculum that is designed in consultation with the student, parent or carer and referrer where appropriate. This is planned during the admission process. All students access core subjects including English, Mathematics, Science, PSHE, ICT and careers. Some students may be educated on an individual basis, and others may be best suited to working within a class group setting. We aim to ensure that our students have access to a broad a curriculum offer as possible, for as long as possible. During the admission process we would ascertain the start points for our students. This may be from information provided by previous settings or during the meeting. Students would also complete baseline assessments upon entry to Great Oaks College to ensure that teaching and learning are pitched correctly to ensure that students are able to reach their full potential at all key stages.

Core & Enriching Curriculum:

All students will have access to age appropriate, targeted teaching that will enable them to develop their speech, language, literacy, and numeracy skills daily.

The teachers will plan English and Math lessons using a topical, blended approach to ensure that all aspects of the National curriculum are covered. All lessons will be planned to support the student's wider learning. Lessons will be enriching and will incorporate SMSC, historical, linguistic, creative learning opportunities. We endeavour to ensure that all our students have access to learning about the world through a series of topics/ subjects. Students will have a STEM Day in which their learning will focus on the development of Scientific, technological, engineering, and mathematical learning. They will learn about important historical and political events, the achievements of humans, humanities, Art, Technology, cookery, and music.

Literacy/ English:

Our English lessons develop students' spoken language, reading, writing and vocabulary. Literacy is linked to a specific text that is chosen to link to the SMSC curriculum of the college and to support the Respect Agenda.

Speaking and Listening/ Oracy

We recognise that literacy and communication start with the development of vocabulary and work to ensure our students develop the skills needed to express their thoughts, feelings and ideas. We teach our students to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our students are encouraged to read for pleasure and to read widely. All our students can access specific sessions in which they are taught to develop their oracy skills. This is to enable them to build confidence, language and communication skills in preparation for Key Stage 4 learning and to ensure they have the life skills needed for adulthood. Students participate in regular debates/ conversations in tutor sessions; they are all invited to contribute to student voice during these sessions.

Reading

We have a whole college approach to developing reading for all our students. We recognise that many of our students may have difficulties with reading or chose to not read widely. In English lessons, students are exposed to relatable, aspirational texts and reading materials. All students now access the Accelerated Reading Programme and Star assessments at least twice weekly. All teachers are tasked with identifying opportunities for reading development in all areas of the curriculum. We have a library in the college so that all students have access to a wide range of books. There is a lunch time reading club and monthly rewards for reading which are presented at our celebration assemblies.

We have put into place several strategies to improving reading for pleasure in our students. All students receive a book for Christmas gifts from the college; we offer regular visits to the theatre for groups of students. We also use movies and display to motivate students into reading for pleasure.

If a student is identified as struggling to develop their reading skills, we have a highly qualified and SEND team that will carry out further assessments to elicit the exact nature of any difficulties. The student then will be provided with additional support, strategies, tools, technology or intervention to develop their reading. This is specific to the students' needs, and we do have staff qualified to deliver synthetic phonics support. At Great Oaks, we use 'That Reading Thing.'

Students can be assessed and provided with access arrangements in year 9. They will then receive support for reading in their external examinations if this is necessary.

Writing

We develop writing skills so that students have the stamina to express themselves in writing. To support students in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared, and guided writing, peer editing and discussion. We use talk for writing strategies to encourage students to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose, and we encourage students to see themselves as authors. We promote the status of written work by providing opportunities for student's writing to be published and read by real audiences.

Handwriting sessions may be incorporated into the English lessons. A range of extra activities are used to promote literacy within the college including an annual focus week. If a student experiences difficulties with handwriting, then the SEND team could provide additional support to develop their handwriting skills. They may also be provided with alternatives such as technology or specific writing implements.

Students can be assessed and provided with access arrangements in year 9. They will then receive support for writing (A scribe), in their external examinations if this is necessary.

Mathematics/ Numeracy:

Our students enjoy and understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. Our curriculum is based on the White Rose Scheme of Work and supports the development of Math's Mastery. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental math session. Students work on number, place, and value, learn how to do basic addition and subtraction, take measurements, and recognise basic shapes and their properties. We build on skills and understanding in a step-by-step way and continue to develop place value, the four number operations and the understanding of fractional parts. 'All Maths lessons are supported using concrete apparatus, and pictorial information. Students are encouraged to develop the ability to think in an abstract way about problem solving. Our teaching supports student's independence and enables them to utilise strategies and skills learned to solve problems.

We have a Numeracy Lead who supports teachers in identifying opportunities to develop math/ numeracy skills in all areas of the curriculum. Our teachers will ensure that mathematical skills are taught daily. They also use every relevant subject to develop students' mathematical fluency. There are extra activities throughout the year to promote mathematical skills and thinking including participation in 'World Math Day. During form tutor sessions students will access lessons to enable them to develop their life skills and financial literacy.

In KS4 our students will either complete a functional skills qualification or GCSE in Mathematics.

Science:

We will encourage our students to be curious about natural phenomenon and to be excited by the process of understanding the world around them. We endeavour to start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson. Students will be able to carry out simple tests and experiments using equipment and to gather, record, evaluate and analysis. In KS4 our students will either complete a functional skills qualification or a combined GCSE in Science. Some students, if desired, can access single science GCSEs

Art & Design:

Art has a very important place in our curriculum and is weaved into our half termly topics. We see art as a vehicle for creativity and individual expression, and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our students. Our teaching provides an understanding of all the diverse art forms so that the students experience drawing, painting, collage, textiles, 3D designs, printmaking, and digital media. They will be introduced to the Great Masters and a wide variety of other artists and their styles. Trips to galleries are regularly organised.

In KS4 students can access BTEC Level1/2 Art or GCSE. Some students may wish just to complete Art Awards or enjoy Art for enrichment.

We have a teacher who is qualified to teach Drawing for Talking, this is used as pastoral support for our students.

Technology:

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our students learn to select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition, and our students learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity.

At KS4 our students can study Construction or motor vehicle engineering.

STEM (Science, Technology, Engineering and Mathematics)

STEM education is a curriculum that focuses heavily on science, technology, engineering, and mathematics. As a college we approach these key educational subjects in an integrated way so that elements of each one apply to the others. During these sessions we will study subjects that are fun, relevant and engaging for our students, but develop these key disciplines. This model aims to allow students to experience different ways of learning and problem-solving, developing their life-skills. Students at KS3 study STEM.

ICT/ Computing:

At Great Oaks College most students will access ICT lessons. The teaching of ICT is also integrated in all aspects of teaching, where possible: the use of laptops and other hardware such as cameras and film cameras is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The students develop their skills, with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Students will use technology safely and identify where to go for help and support when they have concerns. Students are taught to be safe online and are made aware of any safeguarding risks that they need to be aware of. This is done in an age-appropriate and sensitive way.

In KS4, our students can access Functional Skills ICT lessons, a GCSE in Computing or Digital Media. All students in year 10 study Digital resilience.

Music:

In their music lessons students use their voices expressively and creatively by singing songs and speaking chants and rhymes. Students will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

At KS4 our students can enjoy 1:1 music lessons and develop their singing/ ability to play a musical instrument. They could also study a BTEC Level 1/ 2.

PE/Sport and Adventurous Curriculum:

Our students can access several different sporting or physical activities during their college week. At Great Oaks College we understand the importance of physical exercise and how it is linked to good mental health and confidence. Sessions are designed to do just that and to prepare our students for their first activity of the day. Our outdoor adventurous activities focus on mastering basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination. Students are encouraged to

participate in team games and to develop simple tactics for being an effective team member. The activities are rotated on a half termly basis.

In KS4 most students will access a PE/ Sport session within their school week. Some students may also enjoy boxing/ Gym sessions at other times. We encourage our students to access the school gym during lunch and break times. Some students may even participate in pastoral sessions whilst training in the gym.

Our students can also access 2 GCSEs in Adventurous Sports. As well as other qualifications which include

- NICAS (Indoor Climbing)
- Paddle Power
- GB Archery
- Gears (Mountain Biking)
- BCU 1* and 2* (Canoeing and Kayaking)

PSHE/ RSHE/SMSC:

At our college, we consider PSHE/ RSHE to be a core part of our curriculum. PSHE, or personal, social, health and citizenship education, and RSHE (Relationships, Sex and Health Education) is a planned Programme of learning through which students and student acquire the knowledge, understanding and skills they need to manage their lives.

This supports in the development of the qualities and attributes students need to thrive as individuals, family members and members of society. It prepares them to manage many of the challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our students for life in modern day Britain.

Please also see the RSHE Policy for further details of how this is delivered to our students in an age-appropriate manner.

Vocational Curriculum

At Great Oaks College we have developed a range of BTEC L1/2 Vocational subjects to meet the needs of our key stage 4 and post 16 students. The subjects on offer include

- Hair and Beauty
- Motor Vehicle Technology
- Child Care and Development
- Health and Social Care
- Home Cooking

- Hospitality and Catering
- Retail
- Public Services
- Construction
- Sport
- Art
- Music.

Thinking Skills:

Thinking skills are the mental processes that we apply when we seek to make sense of experience. They enable us to integrate each new experience into the schema that we are constructing of how things are. Better thinking will help us to learn more from our experience and to make better use of our world, the ability to think is fast becoming more desirable than any fixed set of skills or knowledge. We need problem solvers, decision makers and innovators. Our thinking skills lessons and thinking adventures will enable our students to become thinkers who can manipulate and judge information. As their confidence grows and skills develop, they will become pro- active thinkers who are able to make sense of information and tackle more complex problem-solving situations.

Enrichment and Visits:

We are committed to the broadest educational offering. A very successful enrichment programme that includes college trips, visiting specialists and themed days and weeks. The programme is planned throughout the year. Trips and events are directly linked to our topic work for example a Victorian topic may include a trip to the Black Country Museum in Dudley to experience living, working, and growing up in the Victorian era, or we may take students to visit theatres to support their learning in English. Etc.

Learner Entitlement:

We will deliver learning opportunities for student which will:

- Provide all students with a full range of ambitious and enjoyable options to learn new subjects and to develop new skills.
- Be delivered by skilled and experienced staff who are committed to helping students achieve.
- Provide students with access to age-appropriate Careers advice to help them consider their options, plan a clear programme of learning with student and support them in reaching their goals
- Set clear targets for students' attendance, punctuality and learning which will be regularly reviewed; These will be reviewed half termly by SLT and discussed by all supporting staff during STAC meetings
- Support students to overcome any barriers to learning such as welfare, finance and personal issues.
- Improve skills students will need to be successful in all aspects of life, such as expressing themselves clearly in speech and writing, handling numbers, using computers and having the confidence to put their own ideas into practice.

- Involve students in helping Great Oaks College to improve the learning experiences offered to them and to others through regular evaluations and student voice.
- Learners join Peak Education with a variety of starting points due to missing and interrupted learning. Our curriculum enables us to identify gaps in their learning and work with the students to develop new and existing skills.
- Students may be taught in mixed age groups to account for their current levels and abilities.
- Peak Education's Outdoor and Adventurous Activities Programme caters for student's Physical Education as well as develop key social skills such as resilience, team working, communication, experiential learning as well as developing an understanding of risk assessments and cause and effect.
- Independent careers advice is provided by the local authority in the main. Additional work experience opportunities, college visits and preparation for work is undertaken through the curriculum.

Measuring Curriculum Impact

We evaluate the effectiveness of our curriculum through: -

- Academic progress tracked against personalised and nationally recognised benchmarks, reviewed by college and organisational leadership, including governors.
- Social, emotional, and behavioural development, using validated tools and frameworks.
- Achievement of external qualifications, evidencing readiness for next steps.
- Preparation for adulthood, including employment, further study, and independent living, tracked against EHCP targets and aspirations.
- Attendance, engagement, and participation data, analysed to inform interventions and support.
- Feedback from students, parents, carers, and professionals, ensuring the curriculum remains responsive and relevant.
- External quality assurance, including Ofsted inspections, local authority reviews, and commissioner feedback.

Ultimate Measure of Success

Students leave our colleges with: -

- Improved life chances through successful progression to the next stage of their education and/or chosen vocation.
- Greater self-confidence, independence, and resilience.
- The skills, knowledge, and qualifications to progress successfully into adulthood.

3. Roles and Responsibilities

Delivering a high-quality curriculum is a collective responsibility. Every member of staff plays a role in ensuring that students access learning that is ambitious, broad, balanced,

and responsive to their SEMH needs. Responsibilities are defined at each level of leadership and practice:

The Director of Education and Regional Directors will hold strategic oversight for curriculum quality across colleges. They will:-

- Ensure that the curriculum policy aligns with the Independent College Standards and wider statutory requirements.
- Provide strategic direction for curriculum design, ensuring breadth, balance, and SEMH relevance across all phases.
- Monitor curriculum intent, implementation, and impact across colleges through reports, data reviews, audits, and visits.
- Support colleges in preparing for external scrutiny (Ofsted, commissioning reviews).

Headteachers are responsible for implementing this policy within their college and ensuring the curriculum meets the needs of all students. They will:-

- Lead on curriculum vision, ensuring alignment with the college's ethos, SEMH principles, and company policy.
- Ensure that the timetable provides statutory coverage, as well as appropriate time spent on subjects and therapeutic provision which reflects the needs of the cohort.
- Oversee and quality-assure teaching, learning, and curriculum planning and delivery through regular learning walks, observations, and reviews which are planned throughout the year through a monitoring timeline.
- Ensure assessment systems track both academic progress and social/emotional development, linked to EHCP outcomes.
- Deploy resources (staffing, environment, budgets) to enable effective curriculum delivery.
- Ensure staff receive induction, training, and supervision to deliver the curriculum effectively, with SEMH needs in mind.
- Report termly to governing board on curriculum standards and student progress.

Curriculum and subject leaders are responsible for the quality and consistency of curriculum provision in their areas. They will: -

- Develop and maintain schemes of work and progression maps that reflect both National Curriculum expectations and SEMH adaptations.

- Ensure subject content is accessible, engaging, and relevant to students' needs and aspirations.
- Provide colleagues with subject expertise, advice, and resources to support teaching.
- Monitor teaching quality, student work, and outcomes within their subject through moderation and data analysis which feeds into the college's monitoring timeline and college development plan.
- Ensure that subject delivery contributes to students' SMSC development, British Values, and equality objectives.
- Liaise with SENCOs, specialist advisors, clinical team, and pastoral staff to ensure subject content is personalised for students with EHCPs. This may include liaising with other agencies.

Teaching Staff are central to curriculum delivery. They will: -

- Plan and deliver lessons that are ambitious, engaging, and tailored to students' SEMH and learning needs.
- Use trauma-informed, relational, and adaptive pedagogy to ensure students feel safe, valued, and motivated.
- Set clear learning objectives linked to EHCP outcomes, National Curriculum content, and wider SEMH development.
- Adapt resources and approaches to ensure accessibility for all students, including those with additional needs.
- Monitor and record student progress in both academic and personal development areas using company platforms to ensure effective oversight.
- Foster positive relationships and role-model respectful behaviour, embedding British Values and SMSC through everyday practice.
- Work collaboratively with therapists, pastoral teams, and parents to ensure consistent approaches to SEMH support.

Support Staff play a vital role in enabling access to the curriculum and providing targeted SEMH interventions. They will: -

- Support individual and small-group learning, using strategies which are appropriately research-led and agreed with teachers and the wider team around the child.

- Provide emotional and behavioural support, helping students regulate and re-engage in learning.
- Reinforce and model positive learning behaviours and social interaction.
- Record observations of student progress and SEMH development, feeding back to teachers and leaders.
- Deliver specific interventions as needed in line with student need and provide evidence to allow for the quality assurance and impact of these interventions.
- Act as trusted adults, ensuring students feel safe, understood, and supported in accessing the curriculum.

The Governance Board and Proprietor Body holds colleges accountable for the quality and impact of the curriculum. They will: -

- Ensure that the curriculum complies with the Independent College Standards, the Education Inspection Framework, and other regulatory statutory requirements.
- Monitor the implementation and impact of the curriculum through reports, visits, and scrutiny of evidence.
- Provide challenge and support to college leaders to ensure continuous improvement.
- Review progress against strategic objectives, including student outcomes, curriculum breadth, and equality of opportunity.
- Ensure that the curriculum reflects the ethos of the organisation and serves the best interests of students.

4. Equality and inclusion

We are committed to ensuring that all students, regardless of background, need or ability, have equal access to a broad, balanced and ambitious curriculum. Our approach to inclusion and equality is underpinned by the principles of the **Independent College Standards**, the **Equality Act 2010**, and the **SEND Code of Practice (2015)**.

Our curriculum ensures that: -

- **Access for all:** Every student is entitled to a curriculum that meets their individual needs, abilities, and aspirations, including those with Education, Health and Care Plans (EHCPs).

- **Differentiation and adaptation:** Teachers adapt planning, resources, and teaching strategies to enable access for students with a wide range of SEMH, cognitive, sensory, or physical needs.
- **High expectations:** We maintain ambitious expectations for all students, regardless of background or prior attainment, ensuring they can make progress from their individual starting points.
- **Equality of opportunity:** No student is denied access to any area of learning on the grounds of gender, ethnicity, disability, religion, sexual orientation, or socio-economic status.
- **Closing gaps:** The curriculum is regularly reviewed to address barriers to learning and to close achievement gaps between disadvantaged students and their peers.
- **Representation:** Curriculum content reflects diversity in culture, race, gender, family structures, ability and belief, promoting respect and inclusion.
- **Reasonable adjustments:** Physical environment, teaching approaches, and assessment methods are adapted to remove barriers and enable full participation.
- **Language development:** Specific provision is made for students with communication difficulties, including input from specialist clinical staff where appropriate.
- **Trauma-informed practice:** Staff use trauma-aware approaches to create psychologically safe learning environments where students feel valued and understood.
- **Student voice:** Students are encouraged to contribute to the development of their curriculum pathways and are supported to make informed choices about options and careers.
- **Preparation for adulthood:** The curriculum supports all students, particularly those with additional needs, to develop independence, resilience, and the skills required for life beyond college.
- **Monitoring and accountability:** Leaders monitor curriculum access and outcomes for different groups of students, reporting regularly to governors and acting swiftly to address inequities

5. Assessment

Staff will assess students' subject knowledge and skills as soon as is practical following entry to the college to inform planning and teaching, using a range of well-researched and strategies to meet individual needs. Information should always be requested from other former education providers to create the clearest overview possible.

In every lesson, teachers assess how well students are learning and how well they have retained previous learning and adapt approaches and activities appropriately. Each lesson should then be formulated around this information to inform same day interventions. Same day interventions take different forms. On occasion, allocation of time is given to support students whilst in others pre-teaching takes place and in others immediate support is given in the lesson. Each student receives the intervention dependent on their individual needs.

6. Teaching staff expertise and development

Headteachers, alongside curriculum leads, are responsible for ensuring that all teaching and support staff receive a comprehensive and continuous programme of professional development to ensure they remain experts in their field and have the knowledge and skills to support students in making good and better progress.

For teaching staff teaching outside their first area of expertise, a structured programme of support and professional development exists to ensure an appropriate level of knowledge and understanding.

Governors are expected to appropriately quality assure the curriculum, including staff expertise and teaching at regular intervals (including on-site visits) and to examine data linked to progress. This will contribute to the development of college and staff specific CPD focus and college development.

7. Monitoring, Evaluation and Review

The effectiveness of the curriculum will be monitored systematically to ensure that it remains broad, balanced, ambitious, and appropriate for students with SEMH needs. Monitoring and evaluation will provide evidence of both academic progress and personal development, demonstrating compliance with the Independent College Standards and alignment with Education Inspection Framework and our college ethos. Monitoring and review is robust, cyclical, and evidence-rich to ensure meaningful college development and improvement.

To ensure consistency and rigour, the following evidence sources will be used in evaluation:-

- Student progress data (academic and social emotional, alongside EHCP outcomes).
- Attendance and behaviour records.
- Individual student case studies (including EHCP outcomes).
- Lesson observation records and feedback.
- Work scrutiny reports.

- Student and parent/carers surveys.
- Staff professional development logs.
- Careers and destinations data (post-16/19 pathways).
- Accreditation results.

Review Cycle

- **Ongoing** – continuous monitoring through lesson observations, pastoral tracking, and data collection via Arbor.
- **Termly** – formal review of curriculum outcomes at senior leadership and governor level.
- **Annually** – comprehensive curriculum audit, including stakeholder feedback, leading to updates in curriculum planning and provision.
- **Annually** – formal policy review by the Director of Education, or sooner if statutory guidance or ISS requirements change.

Reporting and Improvement

Findings from monitoring are shared with staff through briefings, CPD, and performance management discussions. Identified areas for development feed into the College Development Plan and Staff Development Plan.

Best practice is shared across colleges across the company to ensure consistency and continuous improvement.

Appendix 1: Curriculum Evidence Portfolio – Checklist

Each college should maintain an up-to-date evidence portfolio. This must be saved and updated electronically on the Tutor Share One Drive.

This should be readily available for inspection, governor monitoring, and internal reviews.

A. Policy and Strategic Documents

- Whole-college **Curriculum Policy** (this document).
- Language, Literacy and Communication Policy
- PSHE policy
- SEND policy.
- Behaviour, Welfare and Safety policy.
- Teaching and Learning Policy
- Marking and Feedback Policy
- SMSC Policy
- Monitoring Teaching and Learning Policy
- Fair Assessment Policy
- Subject-specific and/or phase-specific curriculum statements.
- College Development Plan (with curriculum priorities identified).
- Equality and Inclusion Policy (showing curriculum adaptation).
- SEND Policy and Accessibility Plan.
- Safeguarding and RSE/PSHE Policies (linked to curriculum).

B. Curriculum Design and Planning

- Whole-college **curriculum map / long-term plan** clearly showing each phase and pathway.
- Timetables showing statutory coverage (ISS requirement for broad and balanced curriculum).
- Medium-term schemes of work for all subjects, showing progression.
- Examples of lesson planning that evidence SEND adaptation and SEMH focus.
- Vocational curriculum pathways (KS4/KS5) including accreditation routes.

- Evidence of cross-curricular links (e.g., SMSC, British Values).

C. Assessment and Progress

- Baseline assessment data (academic and SEMH).
- Rationale for assessment framework used (e.g., National Curriculum benchmarks, Equals Progression Steps, GCSE/Functional Skills criteria).
- EHCP outcome tracking documents.
- Progress data reports (termly and annual) showing student achievement.
- Examples of moderated work across key subjects and pathways.
- Accreditation

D. Inclusion, Equality and Personal Development

- Evidence of curriculum differentiation/adaptation for SEND.
- Student case studies (to show personalised learning journeys).
- PSHE/RSE curriculum overviews.
- Careers programme evidence, including Gatsby Benchmark audit.
- SMSC mapping document (where SMSC is delivered across the curriculum).
- Records of enrichment opportunities (cultural, sporting, community-based).
- Evidence of British Values teaching (schemes of work, displays, student voice).

E. Monitoring and Quality Assurance

- Lesson observation/learning walk reports.
- Work scrutiny/portfolio samples with feedback.
- Student voice evidence (surveys, focus groups, college council minutes).
- Parent/carer feedback surveys and responses.
- Curriculum audits (annual review against ISS).
- Staff CPD logs relating to curriculum and SEMH training.
- External review reports (peer reviews, consultant audits, Ofsted reports).

F. Outcomes and Impact

- Attendance and behaviour data analysis.
 - Destinations data (post-16 / post-19).
 - Case studies showing progress in SEMH development and independence skills.
 - Celebrations of achievement (awards, exhibitions, performances, showcases).
 - Governor reports/minutes relating to curriculum oversight.
 - Evidence of curriculum enrichment and cultural capital (visits, visitors, projects).
-

Organisation of Portfolio

- The portfolio must be held digitally via OneDrive.
- Each section should be clearly labelled and updated termly.
- A nominated senior leader (e.g., Deputy Headteacher for Curriculum or Assistant Headteacher for Quality of Education) should oversee its upkeep.

Appendix 2

College Level Curriculum Information

Curriculum Map Year Group: Year 8

	<u>Autumn 1</u> <u>8 weeks</u>	<u>Autumn 2</u> <u>7 weeks</u>	<u>Spring 1</u> <u>6 weeks</u>	<u>Spring 2</u> <u>5 weeks</u>	<u>Summer 1</u> <u>6 weeks</u>	<u>Summer 2</u> <u>7 weeks</u>
SMSC	International literacy day Roald Dahl Day Recycling Week Yom Kippur World Space Week Diwali	Guy Fawkes National STEM Day Remembrance Day Geography Awareness Week World Aids Day Buddhist: Bodhi Day Hanukkah	National Youth Day Martin Luther King Day International Holocaust Memorial Day National River Day Internet Safety Day	Ramadan Women's history month International maths day Pi Day National Science week National Agriculture Week	World art day International Earth Day Save the Rhino Day Children's Book week Smallpox Vaccination created. World Bee Day	National I love my dentist day World Ocean Day Magna Carta Day Make Music Day Second Half of the Year Day National Chimpanzee Day Pride Month
English	Language techniques Language Techniques Similes, Metaphors, Personification Alliteration and how to use them.	Creative Writing Settings, Atmosphere, Figurative language, Descriptions	Letter writing Newspaper Articles, Diary entries, Letter Writing	Mastering Practical Writing Reviews, Instructions, Leaflets,	Advertising Creative and effective marketing strategies, Consumer behaviour and persuasive techniques to promote products and services	Poetry Looking at cultural and war poetry Creative Writing Needs to be LGBTQIA+ month related
Reading/ Text	Grave Matter (Thriller)	Wonder (Realistic Fiction)	Wonder (Realistic Fiction)	Trash (Adventure)	Trash (Adventure)	War Poetry/cultural Poetry (Poetry)
Writing Genre	Descriptive writing	Narrative	Transactional	Practical	Persuasive writing	Creative

SPAG Focus	Adjectives Verbs	Fronted Adverbials Commas (after a fronted adverbial)	Paragraphs	Simple, compound and complex sentences	Verb tenses	Commas, ellipses and hyphens
Maths	Ratio (5) Proportion and scale (6) Coordinates and graphs (8)	Directed number (5) Algebraic manipulation (3) Multiply fractions (6)	Area and volume (10) Equations (6) Fractions and percentages (7)	Decimal arithmetic and rounding (4) Expressions and indices (4) Standard form (4) Interpreting and representing data (5)	Angles in polygons (10) Tables and probability (8)	Circles (5) Graphs and charts (4) Sequences (3) Symmetry and reflection (5)
Science	Matter as particles Cells	Forces Separation	Magnetism Chemical reactions Space	Acids and alkalis Digestion and health	Gas exchange Speed	Reproduction Waves
ICT	Online Safety Clear Messaging Will look at how to convey messages, such as billboards, posters, shop signs as well as look logos.	Programming Essentials Part 1 Begin to look at the basic programming techniques.	Spreadsheets Spreadsheets and using different formulas and creating charts	Using Media Using different types of media in work, such as word documents, PowerPoints etc.	Formatting Look at how to format different types of documents	Programming Essentials Part 2 More advanced Programming.
PSHE	Relationships Being Safe Online	Social Awareness (continued)	Health Education (continued)	Body Image and mental health	How to save and budget money	LGBTQIA+ Causes of racism

	Social Awareness	Health education	Importance of exercise	Drug and alcohol Awareness	Awareness of scams and viruses	Challenging racism
Humanities	History- How have revolutions shaped the world?	History- How did Germany become a dictatorship?	Geography- What is my Geography?	Geography- How do geographical process affect the landscape from the Mountains to the Sea	RE- World Faith and Guidance from others	RE-World faiths and seeking peace
STEM	Matter, Cells and Organisation	Nutrition, Health and Digestion	Chemical Reactions	Space Materials	Energy and heat Waves, Forces	Electricity and magnetism
D and T	The 6 R's and Sustainability Subject link: (Maths – Scale and Ratio)	Technical Drawing (Maths – Multiply Fractions)	Design, Make and Evaluate (Maths – Area & Volume)	CAD (ICT – Using media)	Textiles (Maths – Angles in polygons)	Electrical inputs/outputs and Mechanisms (Maths FS – Sequences, Symmetry and Reflection)
PE	Health and Fitness	Badminton	Table Tennis	Football	Basketball	Athletics
Art	Art Over the Centuries (Humanities link) Drawing Painting	German Artists (Humanities) Drawing/ Sketching	Landscapes Fine Painting	Self Image/ Portraits (PSHE link) Sculpture	Realism Mixed Media (collage/ imedia)	Street Art (LGBTQIA+ link) Printing

Curriculum Map Year Group: Year 9

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
SMSC	International literacy day Roald Dahl Day Recycling Week Yom Kippur World Space Week Diwali	Guy Fawkes National STEM Day Remembrance Day Geography Awareness Week World Aids Day Buddhist: Bodhi Day Hanukkah	National Youth Day Martin Luther King Day International Holocaust Memorial Day National River Day Internet Safety Day	Ramadan Women's history month International maths day Pi Day National Science week National Agriculture Week	World art day International Earth Day Save the Rhino Day Children's Book week Smallpox Vaccination created. World Bee Day	National I love my dentist day World Ocean Day Magna Carta Day Make Music Day Second Half of the Year Day National Chimpanzee Day Pride Month
English	Practical writing Letters, and diary entries	War and Cultural Poetry/ looking at cultural and war poetry.	Creative writing Setting, atmosphere, descriptions.	Persuasive writing Reviews, instructions, leaflets	Advertising All about advertising, purpose and audience	Intro to GCSE Explicit and implicit, PEE, Language Techniques,
Reading/ Text	FACE Identifying the writer's purpose and audience	Holes Understanding themes	Holes Inference and interpretation	The Boy in Striped Pyjamas Practical identifying opinion vs fact	Macbeth Persuasive writing, Identifying purpose	GCSE Extracts Identifying explicit information Inferring implicit meaning Analysing language choices
Writing Genre	Transactional writing	Analytical Writing	Creative writing	Persuasive	persuasive	Analytical / Critical Writing
SPAG Focus	Adjectives Adverbs	Fronted adverbials, using a comma (after a fronted adverbial)	Paragraphs	Simple, compound, and complex sentences	Verb tenses	Commas, ellipses, hyphens

Maths	Properties of number (7) Percentages (6) Area and volume (9)	Equations and inequalities (6) Fractions (4) Rates (3) Standard form (3)	Four operations (4) Maths and money (8) Straight line graphs (6)	Ratio and proportion (5) Construction and congruence (7) Similarity (2) Algebraic manipulation (3)	Pythagoras theorem (6) Non-linear graphs (2) Probability (6)	Transformations (11) Angles in polygons (15) Angles in parallel lines (5)
Science	Respiration Heating and Cooling	Earth and the Atmosphere Engineering	Variation Electromagnetism	Cells Atoms	Forces Cell Transport	Bonding Transport in Organisms
ICT	Layers of a Computer Will look at the different layers to a computer and how computers work.	Developing the Web Look at the web and how different aspects make the web.	Spreadsheets Spreadsheets and using different formulas and creating charts.	Representations Look at Binary and how different things are represented in a computer.	Intro to Python Introduction to programming with Python.	Python Programming More advanced Programming with Python.
PSHE	Relationships Being Safe Online Social Awareness	Social Awareness (continued) Health education	Health Education (continued) Importance of exercise	Body Image and mental health Drug and alcohol Awareness	How to save and budget money Awareness of scams and viruses	LGBTQIA+ Causes of racism Challenging racism
Humanities	History - Have women been important though time?	History- How has Crime and Punishment changed over time?	Geography- What is the impact of our changing climate on	Geography- What natural hazards does the Earth face?	RE- Inclusivity in religion	RE-Positivity and suffering

			our extreme environments?			
STEM	Skeletal and Muscular systems Reproduction	Ecosystems and Evolution Cells and Organisation	Atoms and Particles Chemical Reactions	Pure substances	Earth and Space	Forces and motion Cells
D and T	The 6 R's and Sustainability (Maths link – Percentages)	Technical Drawing (Maths link – Fractions)	Design, Make and Evaluate (Maths link – Maths and Money)	CAD (Maths link – Ratio and Proportion)	Textiles (SPAG link– Verb Tenses)	Electrical inputs/outputs and Mechanisms (Maths link – Transformations)
PE	Health and Fitness Advanced	Tag Rugby/ Badminton (indoor)	Football	Hockey	Tennis	Athletics
Art	Art Over Centuries (Humanities link)	Gothic Masks and Architecture	Landscapes (Humanities link)	Self-Image/ Portraits (PSHE link)	Art in Religions (Humanities link)	Street Art (LGBTQIA+ PSHE link)

Curriculum Map Year Group: Yr 10

	<u>Autumn 1</u> <u>8 weeks</u>	<u>Autumn 2</u> <u>7 weeks</u>	<u>Spring 1</u> <u>6 weeks</u>	<u>Spring 2</u> <u>5 weeks</u>	<u>Summer 1</u> <u>6 weeks</u>	<u>Summer 2</u> <u>7 weeks</u>
SMSC	International literacy day Roald Dahl Day Recycling Week Yom Kippur World Space Week	Guy Fawkes National STEM Day Remembrance Day Geography Awareness Week World Aids Day	National Youth Day Martin Luther King Day International Holocaust Memorial Day National River Day	Ramadan Women's history month International maths day Pi Day National Science week	World art day International Earth Day Save the Rhino Day Children's Book week	National I love my dentist day World Ocean Day Magna Carta Day Make Music Day Second Half of the Year Day

	Diwali	Buddhist: Bodhi Day Hanukkah	Internet Safety Day	National Agriculture Week	Smallpox Vaccination created. World Bee Day	National Chimpanzee Day Pride MONTH June
English FS	Reading Skills Focus on Reading Skills.	Analysing a text Picking out information identifying facts and opinions writing a review.	Writing Skills Alphabetical order, plurals, sentence structures, adjectives, adverbs, verbs and nouns, email writing.	Creative Writing 'The Island Project' is a creative writing scheme that imagines the students have been stranded on a deserted island. Written in the form of journal entries, this scheme allows students to develop their creative writing skills, understand how to build descriptions and write to persuade and inform.	Analysing a Text Picking out information Using quotations P.E.E writing punctuation language features continued identifying facts and opinions writing a review	Writing Project Using the skills they have acquired over the year, pupils will create an idea to pitch and put it in a writing booklet this will also cover S&L.
Reading	Information retrieval and comprehension of different types of texts, using a dictionary.	Stone Cold	Extracts to include SMSC ADD SEPCIFIC EXTRACTS IN		Percy Jackson and the Lightning Thief	Extracts to include SMSC
Writing	Purposes of texts – inform, instruct, persuade, describe entertain.	Review writing	Identifying different elements of a text such as	Persuade and inform	Review and email writing	Writing to persuade

English GCSE	Paper 1, how to use P.E.E how to identify language features and analyse them walkthrough Paper 1 learning how to pick out key information from a text how to disagree or agree with a statement regarding a text.	Selecting information identifying facts and opinions writing a review analysing language P.E.E writing.	Learning how to annotate, analysing an extract looking at specific vocabulary Analysing a text with a focus on language techniques and finally analysing a text focusing on language structure and sentence structures.	Using language techniques, sentence structures, paragraphing and punctuation to create a piece of descriptive and creative writing.	Revisit and review the following skills: selecting information, using quotations, P.E.E writing, punctuation, language features continued, identifying facts and opinions writing a review.	Using the skills they have acquired over the year; pupils will complete a mock exam and complete their S&L element of their GCSE by looking at the skills required for public speaking.
Reading	Extracts to analyse from the AQA exam board and to include SMSC add specific extracts	The Book Thief	Extracts to analyse from the AQA exam board and to include SMSC specific extracts	Model answers	The Giver	Extracts To include SMSC – add specific extracts
Writing	Analytical writing	Review writing	Identifying different elements of a text	Descriptive /creative writing	Review and analytical writing	S&L
SPAG Focus	Adjectives	Verbs Fronted adverbials, using a comma (after a fronted adverbial)	Paragraphs	Simple, compound and complex sentences	Verb tenses	Commas, ellipses, hyphens

Oracy						
Maths	Algebraic manipulation (7) Equations, inequalities and formulae (8) Quadratic expressions and equations (7)	Percentages (7) Ratio and scale (7) Work with fractions (8)	Non-calculator methods (8) Straight line graphs (9) Probability (10)	Rounding and estimation (5) Perimeter, area and volume (10) Interpreting and representing data (9) Non-linear graphs (4)	Angles (9) Graphs and diagrams (8) Vectors (7)	Factors and powers (9) Pythagoras theorem and trigonometry (9) Simultaneous equations (8)
Science GCSE	Electricity 2 Separating Mixtures	Digestion and Enzymes Energy	Reactivity Health and Disease	Reaction of Acids The particle Model Electrolysis	Atoms and Radioactivity 1 Energetics Bioenergetics	Quantitative Chemistry Forces and Motion
PSHE	Different types of relationships. Domestic violence. Grooming and exploitation.	Sex education. Sexually transmitted infections. Forms of contraception.	Challenging discrimination. Gender and language.	Recognising and balancing emotions. Stress, pressure and exams.	Money stresses and pressure.	Online gambling and addiction. Drug awareness.
Careers	Introduction to careers and gain an understanding about the careers support available to them.	Health and safety in the workplace.	Planning and writing a CV.	Communication skills and talking confidently professionals.	Work experience reflection.	Self-evaluation and target setting for next year.

Curriculum Map Year Group: Year 11/ +

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
SMSC	International literacy day Roald Dahl Day Recycling Week Yom Kippur World Space Week Diwali	Guy Fawkes National STEM Day Remembrance Day Geography Awareness Week World Aids Day Buddhist: Bodhi Day Hanukkah	National Youth Day Martin Luther King Day International Holocaust Memorial Day National River Day Internet Safety Day	Ramadan Women's history month International maths day Pi Day National Science week National Agriculture Week	World art day International Earth Day Save the Rhino Day Children's Book week Smallpox Vaccination created. World Bee Day	National I love my dentist day World Ocean Day Magna Carta Day Make Music Day Second Half of the Year Day National Chimpanzee Day
Eng FS	Writing triplets and text analysis: language features, writing to persuade, advice, and argue. Identifying audience and purpose of a text.	Analysing a text: selecting information using quotations, P.E.E writing, punctuation, language features continued, identifying facts and opinions, writing a review.	Analysing extracts: analysing and identifying organisational features of a text, identifying the purpose of a text, subheadings and headings in a text, and how to write them.	Comparing and writing different text types and S&L: identifying informal and formal language, comparing two texts focusing on similarities and differences, identifying facts and opinions in a text. How to complete the S&L element of the course.	Analysing a text: revisit and review the following skills: selecting information, using quotations, P.E.E writing, punctuation, language features, identifying facts and opinions, writing a review.	Newspaper Articles. Using the skills they have acquired over the year, pupils will create a newspaper where they will have to include all of the writing and reading techniques such as writing to advise.
Text	Extracts to analyse to include SMSC	The novel Heroes	Extracts to analyse to include SMSC.	Extracts to analyse to include SMSC	The Outsiders	N/A
Writing		Review writing		N/A	Review and email writing	Creative Writing

	Writing triplets - argue, persuade and advise		Identifying and using different elements of a text			
Eng GCSE	Paper 2 skills Selecting key information from two texts, to analyse language techniques and how they are used in a text, how to write a summary	Analysing a text Selecting information, identifying facts and opinions, writing a review, analysing language, P.E.E writing.	Paper 2 skills To analyse two texts and write a COMPARATIVE SUMMARY To look at how language interests the reader. To analyse different perspectives of a character in two texts. Effects of the language techniques when comparing two texts.	Article and speech writing Analysing a short story To describe the key ideas and themes within Desiree's Baby. To explain how a writer employs language in an extract. To evaluate the effectiveness of our analyses by improving our use of analytical verbs.	Revise paper 1/paper 2	Revise paper 1/paper 2
Reading	Extracts to analyse from the AQA exam board	The Hate U Give	Extracts to analyse from the AQA exam board	Model answers The short story Desirees Baby		
Writing	Analytical writing/summary writing	Review writing /summary writing	Identifying different elements of a text	Article and speech		
SPAG Focus	Adjectives Verbs	Fronted adverbials, using a comma (after a fronted adverbial)	Paragraphs	Simple, compound and complex sentences	Verb tenses	Commas, ellipses, hyphens

Maths	Ratio, rates, direct proportion (12) Number sense, accuracy, calculation (21)	Equations & inequalities, straight line graphs, quadratic & other graphs (17) Angle rules, shape properties, similarity (14)	Types of number, fractions & percentages Averages, ratios and fractions, context problems	Area and volume, transforming shapes and right-angled triangles	Manipulating algebra and sequences probability, constructions and representing data. exam preparation	Manipulating algebra and sequences, right-angles triangles
Science	Homeostasis and Control Rates of Reaction	Resistive Forces Organic Chemistry Electromagnetism	Inheritance Waves	Variation Earth's atmosphere and resources	Revision	
PSHE	Conflict in relationships. Long term commitments and parenthood.	Peer pressure and coercion. Negative thinking patters.	Positive mental health. Recognizing signs of mental illness.	Loss and bereavement. Managing risks.	County Lines	Planning for my future
Careers	Careers paths and target setting.	Health and Safety in specific workplaces.	After school options and applications.	Professional conduct and mock interviews.	CV and Personal Statement development.	Action Plan review and potential employment opportunities outside of school.



Mastery Lesson Plan:

Student Name:			
Class:			
Lesson:			
Literacy Resources (spelling and literacy, reading writing)	Additional Resources	Key Vocab	
Mathematics/ numeracy link	Literacy link	SMSC link	ICT Link
1. Starter: This warmup task is designed to get the brain working quickly and effectively. Should be linked to the learning challenge or revisit the previous lessons			
2. Learning Challenge	Topic/ Learning Aim		
2. Learning Objective/s:			
3. 'Talk Task: How will you support students to talk/ collaborate using full sentences, correct vocabulary and pronunciation	e.g., specific, vobalulary development – define, explain, contextual, pronunciation, application.		
4. Developing Learning – Guided Practice: - Guided task- teacher explanation/ models learning – high expectations. - Shared task –collaborative learning - Independent task	Teacher will (guided) Students will (collaborative) Individually students will (independent task)		



5. Independent Task: - Adapted through: - DEPTH of learning around the initial concept - Needs of the student - Text challenge - Outcome Mastery approach: learning outcomes are kept constant but the time needed for students to become proficient or competent at these objectives is varied. Aims to support all students to achieve deep understanding and competence in a topic. Any students who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Students continue the cycle of studying and testing until the mastery criteria are met. Students must know what success looks like. It also involves extending the learning of able students by teaching more things on the same topic, rather than accelerating their learning by rapidly moving on to new content.	Extended Learning: Some students require additional stretch if objectives met to demonstrate Mastery 4. Once student can confidently achieve the LO, how will you challenge them and go deeper? Complete, indepth, thorough ability to achieve LO with no explicit teaching. Can then move on to next point of learning (THE COULD)	Learning for everyone: Main Independent task – Secure 1. Complete the task. 2. Pause, repeat and answer – practice. 3. Corrective feedback. (THE SHOULD)	Support for learning: Adaptation for learners needing support/ scaffolding - Beginning What support to required to support students to secure. Students require support/ adaptations to achieve LO – how you will adapt the lesson for different students.
6. Plenary: Activity used to check understanding will be assessed by adults and student through peer and self-assessment.			



Great Oaks
College

Monitoring and Evaluation.

Teaching and Learning

Monitoring Proformas



Student Name:			
Class:			
Lesson:			
Literacy Resources (sp and l, reading writing)	Additional Resources	Key Vocab	
Mathematics/ numeracy link	Literacy link	SMSC link	ICT Link
1. Starter: This warmup task is designed to get the brain working quickly and effectively. Should be linked to the learning challenge or revisit the previous lessons			
2. Learning Challenge:			
2. Learning Objectives:			
3. 'Talk Task: How will you support students to talk/ collaborate using full sentences, correct vocabulary and pronunciation			
4. Developing Learning – Guided Practice: - Guided task- teacher explanation/ models learning – high expectations. - Shared task –collaborative learning - Independent task	Teacher will (guided): Students will (collaborative): Individually students will (independent task):		



5. Independent Task: - Adapted through: - DEPTH of learning around the initial concept - Needs of the student - Text challenge - Outcome Mastery approach: learning outcomes are kept constant but the time needed for students to become proficient or competent at these objectives is varied. Aims to support all students to achieve deep understanding and competence in a topic. Any students who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Students continue the cycle of studying and testing until the mastery criteria are met. Students must know what success looks like. It also involves extending the learning of able students by teaching more things on the same topic, rather than accelerating their learning by rapidly moving on to new content.	Extended Learning: Some students require additional stretch if objectives met to demonstrate Mastery	Learning for everyone: Main Independent task – Secure	Support for learning: Adaptation for learners needing support/ scaffolding - Beginning
6. Plenary: Activity used to check understanding will be assessed by adults and student through peer and self-assessment.			



Lesson Observation Form

Name _____

Date _____

Lesson Focus

Lesson Objectives/ Focus for observation

Student work	Comments
Presentation of young people's word	
Evidence of progression in work product	
Evidence of high-quality marking and feedback	
Evidence of impact of marking and feedback	
Oracy/ Literacy opportunities	



SMSC opportunities/ Links to calendar	
Numeracy opportunities	
Student behaviour and attitude	Comments
Engagement	
Attitude towards learning	
Teaching	Comments
Pre-teaching of Vocabulary	
Appropriateness of content/ Clear Sequence of Learning	
Evidence of Adaptive Teaching	
Evidence of stretch and challenge	



Use of questioning	
Starter activity	
Evidence of collaborative Learning	
Evidence of Independent learning	
Plenary activity	
Effective use of resources	



Strengths

Areas for growth

Next Steps



Feedback/ Dialogue/ Teachers Voice

Review Date:

Signed:

Teacher

Observer



Sampling Teachers' Planning

Key Questions	Always	Usually	Sometimes	Never
Is the Medium/ long-term Planning linked to the NC Scheme of Work?				
Does the plan include the pre-teaching of vocabulary?				
Is the agreed planning format being used?				
Are the learning objectives clearly stated?				
Is there a starter activity?				
Do the plans show clearly how the learning objectives will be delivered?				
Are the planned activities clearly matched to the learning objective?				
Is differentiation/ adaptation evident?				
Is there an opportunity for collaborative learning between students				
Is there an independent learning activity?				
Are assessment opportunities and/or key questions clearly stated?				
Are the resources appropriate to the planned delivery?				
Does the planning build on previous experience? Is the sequencing evident?				
Is the lesson part of a sequence?				
To what extent does the planning incorporate cross-curricular learning opportunities?				
Is there a plenary?				



Is there evidence of using student passports to plan lesson?				
Is there evidence of SMSC planning?				



Sampling Student's work

Year / Class	Students Sampled
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Key Questions	Always	Usually	Sometimes	Never
Are the students working at a level appropriate to their age/ability?				
Does their work reflect the full breadth of the Programmes of Study? (SOW, MTP's)				
Is the work set sufficiently challenging them?				
Is there a wide range of Subjects skills and knowledge shown within the sample?				
Is there evidence of continuity and progression in learning (sequencing)?				
Are student attainment and target grades evident?				



Are clearly defined objectives evident/reflected within the work?				
Is there evidence of extension activities providing higher order subject skills?				
Is there evidence that student have used ICT applications/software to enrich learning?				
Does the work show opportunities for student to develop redraft and modify their work?				
Is the work appropriately adapted to suit the students needs?				
Is the work annotated/marked/commented on? Has the student been encouraged to join in any feedback?				
Is the marking policy used to create further stretch for students?				
Does the teacher mark for literacy?				



Is cross curricular learning evident? Including SMSC, literacy, Numeracy?				
Feedback/ Dialogue/ Teachers Voice				



Ask the Question				
	Always	Usually	Sometimes	Never
Is there is a level of student involvement in the work on display?				
Do the displays clearly demonstrate the student's involvement?				
To what extent have the students be in charge of the learning process and how much does the work displayed rely on ready made/ computer/electronic resources?				
Do the displays show students' skills, knowledge and understanding.				
Do the displays enhance and reinforce the learning opportunities?				
Does it show ICT has been used to support and develop subject learning?				
Does the display promote high expectations of students' achievement?				
Does the display illustrate to students why work is considered good (e.g. a label saying "this is good work because....")				
Do some of the displays promote further learning for students, setting further challenges as well as celebrating good work?				



Do displays throughout the school show progression, increasing expectations and processes for students?				
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Interviewing Students

Key Questions		Always	Usually	Sometimes	Never
Do they know what the teacher expects them to do?					
Do they learn correct vocabulary for each lesson?					
Do they know what to do if they do not understand the work?					
Have they been involved in developing and modifying their work following comments from the teacher?					
Have they had opportunities to work independently on significant tasks?					
Have they used ICT to support their subject learning?					
Have they been involved in evaluating their work?					
Year / Class	Students Sampled				



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Marking and feedback and book scrutiny:

Teacher..... Date.....

	Year group/ student	Year group/ student	Year group/ student	Ye
MARKING				
Marking up to date				
Teachers marking in pink				
TA marking in book in purple				
Student feedback in green (extension tasks included)? What was the extension task?				
Marking completed in lesson				
Marking for literacy using designated codes Sp Incorrect spelling ^ Something missing ? Meaning unclear G Grammatical error P. Missing full stops P, Missing comma ! Missing Exclamation mark P" Missing speech mark ! Have a re-think about this // New Paragraph. CL Capital letter missed/incorrect				
STEPS used to provide feedback?				
PRESENTATION AND STUDENT WORK				
Date underlined?				
Is there a tracker and is it up to date?				
Is the respect agenda in the book?				
Is there a book cover and is it purposeful? Why?				
Record of student absence present?				



Clear Learning Objectives?				
Is there Key Vocabulary?				

Comments:

S	Strengths – What is good about this piece of work, recognising areas which you have developed and demonstrated progression.
T	Target – What are the next steps to make this piece of work even better
E	Effort -
P	Presentation -



S	Stretch – task to challenge the students learning
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Classroom Audit Checklist

	Yes/ No	Comment	Actions
Classroom Display			
Tidy, relative, educational			
WOW Board			
Students work on display			
Alphabet			
Respect Agenda			
Generally tidy and clean			
Dictionaries available			
Texts/ books available			
MTP's present			
Clear LC and LO			
Key Vocab present			
Students sat at desks			



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Appendix 3

Example planning document: