



Curriculum Policy

Document Control

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Contents

Contents	2
1. Curriculum Vision	3
2. Curriculum Principles	3
3. Curriculum Offer	4
4. GCSE Curriculum	4
5. PSHE	5
6. Level 2 Equality and Diversity	5
7. Level 2 Nutrition and Health	6
8. Employability Skills	6
9. Careers and Preparation for Post-16	7
10. Literacy Across the Curriculum	7
11. Whole-School Literacy Code	7
12. Knowledge Organisers	8
13. Reading and Use of Technology	8
14. SEND and Adaptive Teaching	8
15. Examination Access Arrangements	9
16. Assessment and Progress	9
17. Whole-School Data Tracking	9
18. Home Learning	10
19. Parental/Carer and Multi-Agency Engagement	10
20. Curriculum Quality Assurance	10
21. Staff Development	11
22. Student Voice	11
23. Inclusion and Equality	11
24. Curriculum Impact	11
25. Review of the Curriculum Policy	12
26. Curriculum Commitment	12

1. Curriculum Vision

Our Key Stage 4 Alternative Provision curriculum is designed to provide every student with the knowledge, skills, qualifications, confidence and experiences required to progress successfully into further education, employment, training or another appropriate post-16 pathway.

We recognise that students accessing Alternative Provision may have experienced barriers to education and may have different starting points, learning needs, educational experiences and aspirations. Our curriculum therefore provides a combination of **academic rigour, personal development, employability skills, practical experiences and appropriate support.**

Our central aim is:

To give students the confidence, knowledge and skills to access and sit examinations successfully and to develop a clear understanding of the pathway they wish to follow post-16.

We have high expectations of all students while recognising that students may require different approaches, levels of support and pathways to achieve their potential.

2. Curriculum Principles

Our curriculum is underpinned by the following principles:

High expectations

- We believe that all students should be given the opportunity to achieve meaningful qualifications and make progress from their individual starting points.

Appropriate challenge

- Students are exposed to challenging subject content, texts, vocabulary and concepts. Work is differentiated and scaffolded appropriately to ensure that challenge remains accessible.

Personalisation

- Information from students' mainstream schools, SEND information, target grades, prior attainment and individual needs is used to inform curriculum planning and classroom practice.

Preparation for examinations

- Students are explicitly taught the knowledge, skills and examination techniques required to access their qualifications successfully.

Literacy across the curriculum

- Literacy is regarded as the responsibility of all staff and is explicitly developed across every curriculum area.

Preparation for adulthood

- The curriculum develops students' independence, employability skills, personal development, aspirations and understanding of post-16 opportunities.

Inclusion

- Teaching is adapted to meet individual SEND needs and barriers to learning. Students receive appropriate support to enable them to access the curriculum and make progress.

Progress

- Students are baselined, assessed and tracked regularly so that staff can identify progress, gaps in learning and areas requiring additional support.

3. Curriculum Offer

Our KS4 curriculum provides students with access to the following qualifications and learning:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science
- PSHE, taught in line with the National Curriculum and statutory requirements
- NCFE Level 2 Award in Equality and Diversity
- NCFE Level 2 Award in Nutrition and Health
- AQA Unit Award Scheme credits
- ASDAN Short Course opportunities

The precise curriculum pathway for individual students is determined by their prior attainment, needs, abilities, aspirations and intended post-16 destination.

4. GCSE Curriculum

English Language and English Literature

Students study GCSE English Language and GCSE English Literature, the curriculum develops:

- Reading comprehension
- Inference and analysis
- Vocabulary
- Written communication
- Spelling, punctuation and grammar
- Creative writing
- Transactional writing
- Literary analysis
- Use of evidence
- Examination skills

Students are provided with appropriately challenging and differentiated texts to develop their reading stamina, vocabulary and ability to engage with increasingly complex material.

Mathematics

- The GCSE Mathematics curriculum develops students' ability to:
- Recall and apply mathematical knowledge
- Develop mathematical fluency
- Reason mathematically
- Solve problems
- Apply mathematics to real-life situations
- Explain mathematical processes
- Develop confidence in using mathematical language
- Prepare for GCSE examination questions

Teaching is differentiated according to students' starting points and individual learning needs.

Science

Students study GCSE Science with a focus on developing:

- Scientific knowledge and understanding
- Practical skills
- Scientific vocabulary
- Application of knowledge
- Interpretation of data
- Analysis and evaluation
- Mathematical skills within science
- Examination technique

Students are explicitly taught key scientific vocabulary and are encouraged to explain scientific concepts using accurate terminology.

5. PSHE

PSHE is delivered in line with the **National Curriculum and relevant statutory requirements**.

The PSHE curriculum supports students to develop the knowledge, skills and understanding required to make informed decisions and prepare for adult life.

Areas of learning include, where appropriate:

- Relationships
- Health and wellbeing
- Mental wellbeing
- Staying safe
- Digital safety
- Rights and responsibilities
- Citizenship
- Financial awareness
- Healthy lifestyles
- Careers and employability
- Preparation for adulthood
- Personal development

PSHE also provides opportunities for students to gain **AQA Unit Award Scheme credits** and, where appropriate, complete **ASDAN Short Courses**.

These opportunities allow students to gain recognition for their knowledge, skills and personal development and can provide additional evidence of achievement alongside their formal qualifications.

6. Level 2 Equality and Diversity

The Level 2 Equality and Diversity curriculum develops students' understanding of equality, diversity and inclusion within society.

Students explore areas including:

- Equality
- Diversity
- Discrimination
- Protected characteristics
- Stereotypes
- Prejudice
- Labelling
- Equal opportunities
- Rights and responsibilities
- Equality in education
- Equality in employment
- Equality within healthcare
- The Equality Act

The curriculum develops students' ability to apply their knowledge to realistic situations and encourages respectful attitudes towards others.

7. Level 2 Nutrition and Health

The Level 2 Nutrition and Health curriculum develops students' understanding of healthy lifestyles, nutrition and the relationship between diet and health.

Students study areas including:

- Healthy diets
- Macronutrients
- Micronutrients
- Energy from food
- Individual energy requirements
- BMR and PAL
- Consequences of poor diet
- Lifestyle diseases
- Obesity
- Type 2 diabetes
- Cardiovascular disease
- Osteoarthritis
- Healthy lifestyle choices

Students are encouraged to apply their knowledge to real-life situations and develop their ability to make informed decisions about health and wellbeing.

8. Employability Skills

Employability is a central part of our curriculum.

Students develop a different **employability skill each term**, allowing skills to be revisited, practised and assessed over time.

Examples may include:

- Speaking
- Listening
- Problem solving
- Creativity
- Staying Positive
- Aiming High
- Leadership
- Teamwork

Students are **baselined at the beginning of their programme and assessed regularly** to measure progress in each employability area.

Evidence of progress may be gathered through:

- Classroom activities
- Work-related activities
- Site visits
- Work placements
- Guest speaker activities

9. Careers and Preparation for Post-16

Our curriculum aims to ensure that students develop a clear understanding of their options beyond KS4. Students are provided with opportunities to explore different careers, industries and post-16 pathways through:

- Guest speakers
- Careers activities
- Site visits
- Work placements, where appropriate
- Employer engagement
- College and training provider information
- Employability activities
- Reflection and goal setting

Students are encouraged to identify their strengths, interests and aspirations and to consider how their current learning connects to their future goals.

The curriculum is designed to help students answer three key questions:

- What am I good at?
- What do I enjoy?
- What pathway could I follow after Year 11?

10. Literacy Across the Curriculum

Literacy is a whole-school priority. All curriculum areas explicitly develop students' ability to read, write, speak and communicate effectively.

Tier 3 vocabulary

Teachers identify and explicitly teach **Tier 3 subject-specific vocabulary** within lessons.

Students are supported to:

- Understand new terminology
- Pronounce key vocabulary
- Spell key vocabulary
- Use vocabulary accurately
- Apply vocabulary within written and verbal responses

Key vocabulary is reinforced through repetition, retrieval practice and knowledge organisers.

11. Whole-School Literacy Code

All students are provided with a consistent whole-school literacy marking code.

The agreed codes include:

Code Meaning

- SP** Spelling
- P** Punctuation
- G** Grammar
- CL** Capital letter
- EXP** Expression/clarity
- DEV** Develop your answer

The use of a common literacy language across all subjects ensures consistency and helps students understand how to respond to feedback.

Students are expected to act upon literacy feedback and improve their work.

12. Knowledge Organisers

Students are provided with subject-specific **knowledge organisers** to support:

- Retrieval practice
- Independent learning
- Vocabulary development
- Knowledge retention
- Revision
- Examination preparation

Knowledge organisers are used regularly within lessons.

13. Reading and Use of Technology

Technology is used strategically to remove barriers to learning and improve access to the curriculum.

Students are supported through the use of:

- Visual resources
- Digital learning platforms
- Accessible texts
- Interactive resources
- Assistive technology
- **Docs Plus**, where appropriate

Technology is used to support literacy, comprehension, communication and independence rather than replace high-quality teaching.

Teachers use visuals and other appropriate scaffolds to support students in understanding challenging vocabulary, texts and concepts.

14. SEND and Adaptive Teaching

We recognise that students accessing Alternative Provision may have a wide range of SEND and additional learning needs.

We liaise closely with students' mainstream schools to obtain the most up-to-date information regarding:

- Prior attainment
- Target grades
- SEND needs
- Individual support requirements
- Examination arrangements
- Barriers to learning
- Previous interventions
- Relevant safeguarding or pastoral information where appropriate

This information is used to inform curriculum planning, differentiation, intervention and classroom support.

Teachers adapt:

- Resources
- Tasks
- Questioning
- Scaffolding
- Pace
- Grouping
- Reading materials
- Written tasks
- Assessment approaches

Students are provided with appropriate support while maintaining high expectations.

15. Examination Access Arrangements

We identify students who require examination access arrangements at the earliest appropriate opportunity.

Where students are identified as requiring a **reader and/or scribe**, these arrangements are reflected in classroom practice wherever appropriate.

The aim is to ensure that students become familiar and confident with the support they may receive during examinations.

Staff work with relevant colleagues and mainstream schools to ensure that information regarding examination access arrangements is current and appropriately implemented.

16. Assessment and Progress

Assessment is used to identify what students know, understand and can apply and to inform future teaching.

Assessment may include:

- Retrieval activities
- Low-stakes quizzes
- Knowledge checks
- Written assessments
- Practical assessments
- GCSE-style questions
- Mock examinations
- Coursework/controlled assessment where applicable
- Teacher assessment
- Employability skills assessments
- Qualification assessments

Assessment information is used to identify:

- Progress
- Gaps in knowledge
- Misconceptions
- Areas requiring intervention
- Students requiring additional challenge
- Appropriate next steps

17. Whole-School Data Tracking

Student attainment and achievement are monitored through the **whole-school data tracking system**. Data is updated **termly** and provides an overview of students' progress across their curriculum.

The system is used to communicate appropriate information about students':

- Current attainment
- Progress
- Qualifications
- Achievement
- Employability skills
- Barriers to learning
- Areas requiring intervention

This information supports discussions with students, parents/carers, mainstream schools and relevant multi-agency professionals.

18. Home Learning

Home learning opportunities are provided to reinforce and extend classroom learning. Students may access activities through **Century Online Learning**, alongside other appropriate learning resources.

Home learning is used to support:

- Retrieval practice
- Knowledge consolidation
- Literacy development
- GCSE preparation
- Independent learning
- Revision
- Closing gaps in knowledge

Where appropriate, staff monitor engagement and use this information to support students who may require additional encouragement or intervention.

19. Parental/Carer and Multi-Agency Engagement

We recognise that effective communication between education providers, students, families and professionals is essential to student success.

Parents/carers, mainstream schools and relevant multi-agency professionals are kept informed of students':

- Current attainment
- Progress
- Achievement
- Qualifications
- Employability development
- Engagement
- Barriers to learning
- Areas requiring support

Information from these stakeholders is also used to inform curriculum planning and student support.

20. Curriculum Quality Assurance

The quality of the curriculum is regularly evaluated through a combination of internal and external quality-assurance processes.

The curriculum is quality assured by:

- College leadership
- Leger Education Trust
- Doncaster Local Authority

Quality assurance activities provide opportunities to evaluate:

- Curriculum intent
- Curriculum implementation
- Student progress
- Teaching and learning
- Assessment
- Literacy
- SEND provision
- Student engagement
- Qualification outcomes
- Employability development

Findings from quality assurance are used constructively to identify strengths and areas for development. Staff are provided with opportunities to reflect on practice and improve teaching and learning further.

21. Staff Development

Staff are encouraged to engage in ongoing professional development to strengthen their ability to meet the needs of students within Alternative Provision.

Professional development may focus on:

- Adaptive teaching
- SEND
- Literacy
- Behaviour and engagement
- Examination preparation
- Assessment
- Subject-specific pedagogy
- Assistive technology
- Employability
- Safeguarding
- Curriculum development

Quality-assurance activities and student outcomes are used to identify appropriate professional development priorities.

22. Student Voice

Students are encouraged to contribute to their learning and curriculum experience.

Student voice may be gathered through:

- Informal discussions
- Surveys
- Learning reviews
- Student meetings
- Curriculum feedback
- Careers discussions
- Individual target-setting

Student feedback is used, where appropriate, to improve the curriculum and ensure that learning remains relevant, accessible and engaging.

23. Inclusion and Equality

We are committed to ensuring that all students have equitable access to education and opportunities to achieve.

The curriculum promotes:

- Equality
- Diversity
- Respect
- Inclusion
- Individual achievement
- Positive relationships
- Preparation for adult life

Curriculum materials and teaching approaches are selected and adapted to reflect the diverse needs and experiences of students.

24. Curriculum Impact

The impact of our curriculum is evaluated through the extent to which students:

- Make progress from their individual starting points

- Achieve appropriate qualifications
- Develop literacy skills
- Develop confidence as learners
- Improve their employability skills
- Develop greater independence
- Develop resilience and positive attitudes towards learning
- Understand their strengths and aspirations
- Develop an appropriate post-16 pathway
- Successfully transition into further education, employment or training

Ultimately, the curriculum aims to ensure that students leave KS4 with **recognised qualifications, increased confidence, transferable skills and a clear and realistic next step.**

25. Review of the Curriculum Policy

This policy will be reviewed annually or sooner where there are significant changes to:

- National curriculum requirements
- Examination specifications
- Qualification requirements
- SEND legislation or guidance
- Careers and employability requirements
- Local authority expectations
- Trust policy
- Student needs
- Quality-assurance findings

The curriculum will remain responsive to the changing needs of students and the requirements of the wider education and employment landscape.

26. Curriculum Commitment

We are committed to providing a curriculum that is **ambitious, inclusive, purposeful and responsive.**

Through a combination of academic qualifications, literacy development, personal development, employability skills, enrichment and strong partnership working, we aim to ensure that every student has the opportunity to succeed.

Every student should leave us knowing what they have achieved, what they are capable of, and what their next step will be.