CURRICULUM POLICY

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027

SAFE PEOPLE • POSITIVE PATHWAYS • COMPLIANT PRACTICE | Impact Alternative Learning - commissioned alternative provision.

1 CURRICULUM INTENT AND STATUS

- Provide meaningful, ambitious and adaptable education to re-engage learners, build knowledge and skills, and prepare for further education, training, employment and life.
- This AP policy must be read with commissioned timetables and individual learning plans; independent-school registration requires separate full plans and schemes of work meeting ISS Part 1.

2 BREADTH AND PATHWAYS

- Offer age- and need-appropriate core learning including English, mathematics, PSHE, relationships/health, digital skills, creative subjects, fitness, vocational exploration and preparation for adulthood as commissioned.
- Map subject availability to staffed sites; do not imply every option runs in each year group or site.

3 SEQUENCING AND PROGRESSION

- Create schemes of work that show prior learning, lesson sequence, knowledge/skills, vocabulary, assessment points and intended progression for Years 5-11 and post-16 pathways when delivered.
- Map curriculum against the breadth and statutory requirements applicable to learner placement and any future registered school.

4 PERSONALISATION AND EHCPS

- Identify learning gaps, strengths, EHCP Section F and wellbeing needs to differentiate teaching and deploy specialist support.
- Reasonable adjustments preserve aspiration while making learning accessible.

5 VOCATIONAL AND OFF-SITE PROVISION

- Use structured goals for mechanics, construction, music/DJing, art, cooking, sport and other authorised activities.
- Check facilities, supervision, risk assessments, age-appropriate work experience and qualification fit before teaching.

6 PSHE, RSE AND SAFEGUARDING

- Teach consent, safe relationships, boundaries, online safety, mental health, health literacy, community participation and careers appropriately for age and needs.
- Align with safeguarding, RSE, behaviour, Prevent and equality policies; ensure sensitive delivery and support.

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7 ASSESSMENT AND EVIDENCE

- Set baseline and planned outcomes; gather work samples, observation, feedback, awards and meaningful developmental progress.
- Make a documented link between teaching, assessment and next steps, not only activity completion.

8 TIMETABLES, QUALITY AND OVERSIGHT

- Maintain realistic weekly timetables, staffing and site capacity; quality assure lesson delivery and coverage against intended sequence.
- Review curriculum termly with learner, family and commissioner feedback; preserve plans and monitoring evidence for inspections.

9 FUTURE INDEPENDENT-SCHOOL REGISTRATION

- The school's initial proposed DfE age range is 11-18, pending decision; registration, site capacity, subjects and full-time curriculum are not represented as approved.
- Before any registered-school operation, ensure policy, curriculum plans and year-by-year schemes of work correspond to the actual approval and Part 1 Independent School Standards.

10 CORE KNOWLEDGE AND FUNCTIONAL SKILLS

- For each year/individual pathway, document English and mathematics coverage, pre-requisites, knowledge progression and application in practical tasks.
- A cooking, mechanics or DJ lesson can support literacy and numeracy but must not be assumed to replace systematic subject coverage without mapping.

11 CAREERS AND PREPARATION FOR ADULTHOOD

- Provide access to impartial careers information, meaningful encounters with work, independent living, community inclusion and self-advocacy as appropriate.
- Record learner ambitions and realistic routes into training, employment or further study, including creative arts careers.

12 PHYSICAL EDUCATION, ART AND MUSIC

- Map learning outcomes, equipment, specialist staff, inclusion, assessment, risk and progression for art, production/DJ, fitness and other offerings.
- Access to rented gym or pool is evidenced by agreed safe arrangements, not by aspirational curriculum descriptions.

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13 CURRICULUM PLANS AND SCHEMES OF WORK

- Curriculum leadership maintains detailed subject and year-group schemes of work, showing breadth, sequence, delivery responsibilities, assessment and adjustments for learners.
- Termly reviews compare planned and delivered timetables, pupil work, teacher capacity and progress; material gaps are acted upon and documented.

14 LINKED STATUTORY AND DFE GUIDANCE

- DfE Independent School Standards guidance (April 2026; applies once registered as appropriate); DfE Alternative provision statutory guidance (February 2025); SEND code of practice: 0 to 25 years This policy is a provider operational policy; the primary guidance and any commissioner requirements take precedence where applicable.

15 POLICY OWNERSHIP AND REVIEW

- Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Next review: September 2027, or sooner if legislation, safeguarding guidance, commissioning requirements or provision changes.
- The Principal manages implementation and policy review, with governance oversight where appropriate; relevant staff are informed of updates and confirm understanding.