

POLICY TITLE:	Curriculum
Policy Number:	ACS 31
Applies to:	Schools & Colleges: England and Scotland
Version Number:	03
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Author:	Charlie Rivers, Head of Quality - Education
Ratified by:	Charlie Rivers, Head of Quality - Education
Responsible signatory:	Jane Stone, Director of Governance and Risk
Outcome:	<p>This Policy aims to ensure:</p> <ul style="list-style-type: none"> All students in English and Scottish schools that are part of Aspris Children's Services will have access to a curriculum that gives them an opportunity to achieve to the best of their abilities, ensures equality of opportunity and addresses their special needs. Colleagues will follow local procedures and guidelines to ensure best practice.
Cross Reference:	<p>ACS14 Health and Safety Responsibilities ACS20 Relationships and Sex Education ACS26 Equality of Opportunity including English as an additional language) ASS30 Assessment for Learning ACS32 Teaching and Learning ACS33 Special Educational Needs and Disability ACS34 Spiritual, Moral, Social and Cultural Development and Community Cohesion</p>

EQUALITY AND DIVERSITY STATEMENT

Aspris is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email AsprisGovernanceHelpdesk@Aspris.com

Curriculum

1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Aspris Children's Services facility will have local procedures in place, which explain how this policy is applied and put into practice at service level.
- 1.2 Template **ACS LP:31** is provided for this purpose and includes a key content checklist.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.

2 AIMS

- 2.1 The curriculum aims to provide outstanding learning experiences and build resilience in order to prepare children and young people for the next stage in their life.
- 2.2 Each school in England provides a broad, balanced, and relevant curriculum with reference to the Independent School Standards, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, and creative education, with reference to the National Curriculum as appropriate. The curriculum will provide opportunities to support the development of personal, social emotional, communication and life skills. This will be supported by therapeutic input where appropriate.
- 2.3 Schools within Scotland use the Curriculum for Excellence to provide a broad general education that delivers opportunities for pupils to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.
The curriculum adopts four capacities aimed at helping children and young people to become:
 - Successful learners,
 - Confident individuals,
 - Responsible citizens,
 - Effective contributors.
- 2.4 The Curriculum for Excellence provides pupils with experiences in expressive arts, health and wellbeing, languages, mathematics, religious and moral education, sciences, social studies and technologies, with a focus on providing flexible learning pathways and opportunities to develop skills for learning, life and work.
- 2.5 The specialist colleges provide a holistic curriculum that is flexible to the needs of the students and focusses on their journey and aspirations, whilst developing the students' self-esteem, self-awareness, confidence and respect for others. Tailored programmes of education and care, enable the curriculum to provide pathways that enable students to work towards nationally accredited qualifications appropriate to their needs, as well as providing opportunities to develop independent living and employability skills.
- 2.6 Each curriculum will support high aspirations and expectations building clear progression pathways.
- 2.7 Each school and college will offer recognised qualifications and students will be encouraged to take externally accredited courses leading to recognised qualifications commensurate with their academic ability and attainment.
- 2.8 Relationships and sex education is an integral part of PSHE and is taught in line with DfE guidance, tailored to meet students' needs and ages (see policy ACS20). Each school and college where applicable have a detailed procedure, to include the right to withdraw and comply with protected characteristics. Schemes of work set out how PSHE is taught, to meet

the particular needs of its pupils and parents and reflects the community they serve. Citizenship and religious education are taught in line with statutory requirements and detailed schemes of work are written for each school that promote SMSC and do not undermine the fundamental British Values.

- 2.9 Opportunities for work-related learning and experiences of adult life are provided as appropriate. Careers education and independent careers guidance is provided in line with the Independent School Standards and current DfE guidance.
- 2.10 At post-16 the curriculum will focus on preparation for adult life and will include individual programmes designed to enable students to continue academic study in line with their abilities and prior attainment, as well as opportunities for vocational education and emphasis on preparation for independent living and moving on to further education, training, or employment.
- 2.11 Reading instruction will be taught to children by direct instruction. To enable children to learn to read and write and make progress towards or attain functional literacy, teachers should:
- Provide them with the skills and knowledge they need to read and spell, by direct instruction, progressing systematically with carefully structured, small and cumulative steps!
 - Use instructional routines that become familiar.
 - Provide materials that limit distraction; are clear, linear, and easy to follow; are age-neutral or age-appropriate and can be adapted further.
 - Provide opportunities for work on vocabulary, fluency and reading comprehension.
 - Provide multiple opportunities for overlearning (recall, retrieval, practice, and application at the level of the alphabetic code, word, sentence, and text).

3 ROLES AND RESPONSIBILITIES AND IMPLEMENTATION

- 3.1 Each school and college will take responsibility to design its own curriculum and local procedures to meet the needs of its children and young people.
- 3.2 All aspects and subjects within the curriculum are carefully planned. For all subjects each school and college will have their own subject policies and schemes of work which give details of intent and implementation, short, medium, and long-term planning, teaching strategies and resources, assessment arrangements, and safety considerations.
- 3.3 Each school and college will undertake baseline and ongoing assessments to ensure that the curriculum remains relevant and supports progression.
- 3.4 Each school and college will review the curriculum regularly to ensure it is up to date, in line with national developments and requirements and continues to meet the children and young people's needs. Reports regarding the impact of the curriculum will be provided to governors at the termly governance meeting
- 3.5 Subject co-ordinators have responsibility within their schools and colleges to monitor and evaluate the teaching and students' outcomes within their subjects, and the contribution the subject makes to the whole school/college curriculum. In this role, they identify development priorities and contribute to wider school/college improvement.
- 3.6 The governors will ensure that the curriculum policy is implemented, reviewed, and monitored effectively.
- 3.7 Leaders will ensure that teachers have undertaken training, so that they understand the principles underpinning the teaching of word reading and spelling, and the alphabetic code of English.

4 REFERENCES

- 4.1 The National Curriculum in England (DfE)
The Curriculum for Excellence - Education Scotland
The Education (Independent School Standards) (England) Regulations 2010 as amended 2012
Association of Colleges
DfE (2018) Careers Guidance and Access for Education and Training Providers: Statutory guidance for governing bodies, school leaders and school staff
DfE (2020) Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.
DfE (2022) The reading framework: teaching the foundations of literacy.
PSHE Association, programme of study for PSHE education. Key stages 1-5.

Associated Forms:

ACS LP 31 Curriculum