



Curriculum Policy Framework

This Curriculum Policy Framework outlines the statutory and strategic components that should be included in a provision's Curriculum Policy in England. It supports compliance with the Department for Education (DfE) statutory requirements, as set out in the **National Curriculum in England Framework Document (2014)**, and reflects expectations in the **Education Inspection Framework (Ofsted, 2019)**.

1. Vision and Intent

1.1 Curriculum Vision

- A clear statement articulating the long-term aims of the provision's curriculum.
- Alignment with the provision's ethos, values, and mission.
- Reflects high ambition for all pupils, including those from disadvantaged backgrounds and pupils with SEND.

1.2 Aims of the Curriculum

- Incorporates statutory aims from the National Curriculum.
- Promote spiritual, moral, social and cultural development (SMSC).
- Prepare pupils for life in modern Britain, including aspects of British values (DfE, 2014).
- Foster creativity, resilience, independence, and lifelong learning.

1.3 Principles Guiding Curriculum Design

- Broad and balanced curriculum [Section 78, Education Act 2002].
- Inclusive and equitable for all pupils.
- Coherence and progression across phases and subjects.
- Responsive to pupil needs and local context.
- Underpinned by research-based pedagogy (e.g., cognitive science principles).

2. Statutory Compliance

2.1 National Curriculum Requirements

- Statement confirming the provision follows the National Curriculum (where applicable).
- Coverage of core and foundation subjects at Key Stages 1 to 3.
- Commitment to delivering Religious Education (RE) and Relationships, Sex and Health Education (RSHE), as required by law.

2.2 Other Statutory Elements

- Inclusion of Personal, Social, Health and Economic Education (PSHE).
- Careers guidance (for secondary provisions) as mandated by the **Careers Guidance and Access for Education and Training Providers Statutory Guidance (DfE, 2023)**.
- Early Years Foundation Stage (EYFS) statutory framework (for primary provisions).

2.3 Compliance Monitoring

- Process to ensure curriculum delivery meets statutory requirements.
- Roles and responsibilities of subject leaders and senior leaders.

3. Curriculum Implementation

3.1 Curriculum Structure

- Overview of curriculum model and structure by key stage/year group.
- Time allocations and weekly timetables.
- Approaches to cross-curricular learning and theme-based projects.

3.2 Teaching and Learning Approaches

- Pedagogical principles underpinning delivery (e.g., Rosenshine’s Principles of Instruction; metacognition).
- Differentiation, scaffolding, and adaptive teaching for inclusion.
- Approaches to supporting pupils with SEND in accordance with the SEND Code of Practice (2015).

3.3 Subject Leadership and Planning

- Role of subject leaders in overseeing curriculum intent and implementation.
- Support for high-quality subject-specific CPD.
- Use of schemes of work, long-term, medium-term and short-term planning.

3.4 Assessment and Feedback

- Formative and summative assessment procedures that inform curriculum progress.
- Alignment with the provision's **Assessment Policy**.
- Use of assessment information to adjust teaching and plan interventions.

4. Curriculum Impact

4.1 Monitoring and Evaluation

- Evaluation framework including book looks, lesson visits, pupil voice, and data analysis.
- Self-evaluation activities linked to the **Ofsted EIF (2019)** quality of education judgement.
- Annual review cycle.

4.2 Outcomes for Pupils

- Progress and attainment measures at each key stage.
- Narrowing learning gaps for specific cohorts.
- Preparation for the next stage of learning, employment, or training.

5. Inclusion and Equal Opportunities

5.1 Accessibility

- Curriculum accessibility for pupils with special educational needs or disabilities (SEND).
- Compliance with the **Equality Act 2010** and reasonable adjustments.

5.2 Promoting Equality and Diversity

- Use of curriculum to promote tolerance, equity, and inclusion.
- Representation of diverse perspectives, cultures, and identities across subjects.

6. Curriculum Enrichment

6.1 Extended Curriculum

- Extra-curricular activities including clubs, performances, competitions, and educational visits.
- Engagement with arts, sports, and community service.
- Open Awards – We offer these awards in the areas of Hair and beauty, Independent living, Childcare, E safety, Animal Care, Horticultural skills, Hospitality and catering, IT skills, Physical health and mental wellbeing, Travelling in the community and Independently and Employment skills for creative and cultural industries. These are chosen by students based on interest and are up to Level 2 qualifications.
- ASDAN – We offer ASDAN in Hair and Beauty, Animal Care, PSHE and Foodwise courses to give students accreditations when they may not be working at the level of the open awards. They are chosen by students along with their areas of interest.
- Arts Awards – We offer Bronze and Silver art awards in any area of The arts offering a GCSE equivalent certification to students that choose to participate in the award.
- Duke of Edinburgh Awards – we offer Bronze Duke of Edinburgh encouraging students to take up a new skill, volunteer in the community and carry out a 1 night expedition in a safe space.
- AQA Unit awards – we offer unit awards to all students from Primary to Post 16. There are over 19000 courses and they are led by student interest and gaps in learning. They offer students the chance to build up a portfolio of interest led skills certificates showcasing their strengths.

6.2 Cultural Capital

- Strategies to develop pupils' cultural knowledge and experiences.

- Encouragement of exploration beyond pupils' immediate experiences and backgrounds.

7. Roles and Responsibilities

7.1 Directors

- Strategic oversight and regular review.
- Ensuring curriculum complies with legal duties and supports provision vision.

7.2 Senior Leadership Team

- Leadership of curriculum development and coherence.
- Line management and support for subject leaders.

7.3 Subject Leaders

- Development of subject intent, implementation, and impact monitoring.
- Support for quality and consistency in teaching and assessment.

7.4 Teaching Staff

- Planning and delivering curriculum in accordance with agreed schemes.
- Differentiation to meet all learners' needs.
- Accurate assessment and contribution to monitoring processes.

8. Policy Evaluation and Review

8.1 Review Cycle

- Frequency of policy review (e.g., annually or every two years).
- Role of stakeholders in the review process (e.g., staff, governors, pupils).

8.2 Links to Other Policies

- Assessment Policy
- Teaching and Learning Policy
- SEND Policy
- Equality Policy

- Safeguarding and Child Protection Policy
- Behaviour Policy
- RSHE Policy

References:

- Department for Education (2014). *The National Curriculum in England Framework Document*.
- Department for Education (2015). *Special Educational Needs and Disability Code of Practice*.
- Ofsted (2019). *Education Inspection Framework*.
- Department for Education (2023). *Careers Guidance and Access for Education and Training Providers*.
- Equality Act (2010).
- Education Act (2002), Section 78.

This outline should be used to ensure that a provision's Curriculum Policy is both compliant with legal requirements and a reflection of high-quality educational provision.

Review date: April 2027