

Kingsley Academy

Curriculum Policy

Approved by: Helen Darby

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Curriculum aims

- To support the academic and social and emotional development of all students, to enable reintegration or movement to a mainstream provision or their next educational establishment
- To deliver a curriculum that is personalised for individual pupil need, supports ambition and interest and allows opportunities for students to become involved in their own learning
- Provide a broad and balanced variety of academic, vocational and technical experiences which will ensure that students develop the skills, concepts and knowledge necessary for future learning or employment
- To provide a range of academic and therapeutic interventions to match the needs of all students
- To promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life in modern Britain
- To identify and assist any students affected by issues including neglect, child abuse, domestic violence, mental health and parental substance abuse to develop confidence, resilience, knowledge and the skills required to thrive in education and society

These curriculum aims are underpinned by our values:

Friendship and Respect
Aspirations
Trust

Legislation and guidance

This policy reflects the requirements of the [Independent School standards](#) which all alternative provisions in England must comply with.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Roles and responsibilities

Management Committee

The senior leadership team will monitor the effectiveness of this policy.

The headteacher will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover statutory requirements
- All courses provided for students below the age of 16 that lead to qualifications are approved by the secretary of state
- The academy implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate
- All students are provided with independent, impartial careers guidance, and that this is appropriately resourced

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and reviewed.
- The academy's procedures for assessment meet all legal requirements
- The governors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governors is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

Other Staff

SLT

The Senior Leadership Team (comprising the Headteacher, Assistant Headteachers, subject leads) is responsible for overseeing the curriculum within their respective bases. They must ensure that the curriculum aligns with the base's intent and addresses the specific needs of its students. It is their duty to complete the quality assurance cycle within their base and collaborate with staff to implement any necessary developments. Additionally, they are responsible for ensuring that both student and parent's feedback is gathered and considered part of the curriculum planning and review process.

Subject Leads

It is the role of Subject Leads to keep up to date with developments in their subject, at both national and local level. They review the way the subject is being taught in the academy and plan for improvement. They review the curriculum plans for their subject; ensure that there is full coverage of the relevant standards and that progression is planned into schemes of work.

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the school

Organisation and planning

Each base within Kingsley Academy designs its curriculum to cater to the unique needs of its students, ensuring a tailored approach that supports their individual learning requirements and personal development.

14-16 years

The curriculum is designed to:

- To re-engage students in education
- To support all students to develop the skills, behaviours and attitudes that will enable them to reintegrate and be successful in their next phase of education
- To develop emotional and academic resilience and have a positive experience of education
- To Inspire and motivate students, creating a willingness to learn
- To provide a curriculum which addresses the gaps in students' knowledge and learning with a strong focus on PHSE and Reading
- To focus on developing students' emotional wellbeing and mental health
- Build relationships within our community and with the local community
- Provide Careers Information Advice and Guidance to secure meaningful and relevant post 16 destinations

PSHE/ RSE

PSHE education is inextricably linked to Kingsley Academy values and ethos. We believe that each learner will be valued as an individual and enabled to develop intellectually, socially and emotionally within a caring, purposeful, and flexible framework.

PSHE education supports the following aims:

- To provide learners with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, and responsible citizens.
- To provide learners with the confidence to recognise their own self-worth, to work well with others, and to become increasingly responsible for their own learning.
- To provide a high quality and appropriate environment in which learners are encouraged to develop to their full potential, and a sense of purpose for their lives.
- To recognise that our learners need significant support but to encourage the greatest possible independence of thought and action.
- To promote the spiritual, moral, social, and cultural development of each learner.
- To form positive relationships and work effectively with others.

- To explore issues relating to living in a 'Democratic' society

Careers

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Help students prepare for the workplace by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

1. Inclusion

Teachers set high expectations for all students. They will use appropriate assessments to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

The senior leadership team monitors coverage of the Curriculum subjects and compliance with other statutory requirements through:

- Curriculum observations
 - Learning walks
 - Monitoring planning
 - Marking Scrutiny
 - Pupil progress
 - Book Scrutiny
 - Student voice
 - CPD/ Staff updates
- Heads of Departments/Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

The leadership team feedback to staff about their monitoring so that strengths can be shared

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the governing board.

Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy
- Equality information and objectives
- Literacy policy
- Marking policy
- PSHE policy
- Teaching and Learning policy