Curriculum Policy

IWYS ALTERNATIVE EDUCATION

Approved by:	Charmaine Baines	**Date: October 2027**
Next review due by:	October 2027	

Contents

1. Curriculum aims 2
2. Legislation and guidance 2
4. Organisation and planning 3
5. Inclusion 3
6. Monitoring arrangements 3
7. Links with other policies ..... **Error! Bookmark not defined.**

---

1. Curriculum aims

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance

This policy reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010,

3. Roles and responsibilities

3.2 Head of Provision

The head of provision is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the head of provision chooses to offer, have aims and objectives which reflect the aims of the head of provision and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the head of provision curriculum is implemented in accordance with this policy.

4. Organisation and planning

- Our curriculum approach is thematic and creative
- All subjects are designed, delivered and tailored to suit the needs of all students
- Short, medium, and long-term planning expectations are in place for all subjects. All staff follow the curriculum expectations for each student.
- IWYS follow the curriculum expectation of all dual placement's students, relating to their year group and capabilities.

5. Inclusion

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

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

Teachers will plan lessons so that pupils with SEN and/or disabilities can study subjects, wherever possible, and ensure that there are no barriers to every pupil achieving.

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

6. Monitoring arrangements

Subject leaders monitor the way their subject is taught throughout by the head of provision by:

- planning scrutinies, learning walks, book scrutinies, assessing learning and teaching resources
- subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every academic year by the head teacher and all teaching staff. .

.