

Curriculum Policy

Category of Policy: Central Education Policy Adapted by School

Willow Tree Park

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Introduction

Willow Tree Park is a specialist independent provider supporting children and young people aged 4 to 25 with complex needs. We are committed to enabling all students to achieve their potential. Many students are referred to Willow Tree Park following periods of disrupted education and all students have an Education, Health and Care Plan (EHCP) or are in the referral process. Students may experience significant anxiety within more formal educational settings and may communicate their distress through behaviours that challenge, creating barriers to learning and participation.

Our curriculum provides opportunities for students to develop communication, literacy, numeracy, independence, personal development, creativity, physical wellbeing and preparation for adulthood. We view the curriculum as a whole-school experience that extends beyond the classroom and includes enrichment activities, educational visits, residential experiences, work-related learning and positive relationships with staff and peers.

We aim to provide a curriculum that equips students with the knowledge, skills and attitudes required for successful adulthood. Through a strong focus on communication, life skills, independence and employability, we support students to progress to the next stage of their education, training, employment or adult provision. The curriculum is personalised to meet individual needs, aspirations and EHCP outcomes, ensuring that every student can access a meaningful and ambitious learning pathway.

Section 1 – Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2011
- The Children Act 2004
- The Equality Act 2010
- Children and Families Act 2014
- The Education (Independent School Standards) Regulations 2014 (as amended)
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2025) 'Keeping Children Safe in Education 2025'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2024) 'Working together to improve school attendance'



This policy operates in conjunction with the following school policies:

- Assessment, Recording and Reporting Policy
- Marking Policy
- Equality & Diversity Policy
- PSHE Policy
- Relationships and Sex Education Policy
- SEND Policy
- Promoting Positive Behaviour Policy
- Individual subject policies
- Safeguarding and Child Protection Policy

Section 2 – Aims of the curriculum

At Willow Tree Park, we believe in providing a broad, balanced and engaging curriculum that enables all students to achieve their full potential. Our curriculum is designed to meet the individual needs of each student, recognising their strengths, interests and aspirations whilst addressing the outcomes identified within their Education, Health and Care Plan (EHCP).

Through high-quality teaching and personalised learning pathways, we aim to develop students' communication, literacy, numeracy, independence, creativity, emotional wellbeing and social understanding. Students are encouraged to be ambitious, resilient and confident learners who can make meaningful progress from their individual starting points.

The curriculum equips students with the knowledge, skills and experiences needed for successful adulthood. Through a strong focus on preparation for adulthood, personal development, employability, safeguarding, PSHE, Relationships and Sex Education (RSE), and online safety, students are supported to become active, safe and valued members of their communities and life in modern Britain.

Section 3 – Objectives of the curriculum

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single student in the school through a curriculum which:

- Prepares students for the opportunities, responsibilities and experiences of the next stage of their education and lives.
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of excellence and encourages a love of learning.
- Encourages independent learning and critical thinking skills and provides opportunities for students to express their learning and understanding in different ways.



- Develops communication skills through a range of spoken, signed, visual and alternative communication approaches appropriate to individual need.
- Is balanced and broadly based and encourages students to explore a breadth of academic, cultural, aesthetic, creative and sporting interests.
- Is personalised and adapted to meet the individual needs, strengths and aspirations of each student.
- Enables students to acquire and apply skills in speaking and listening, phonics, literacy and numeracy.
- Supports all students to develop reading and functional literacy skills through personalised communication methods and learning pathways
- Uses technology effectively in supporting teaching and learning and gives students opportunities to present work in personalised ways.
- Ensures students understand their own personal safety and that of others, including awareness of safeguarding.
- Enables our students to work collaboratively and successfully develop the skills needed to equip them for life.
- Encourages respect for other people, paying regard to the protected characteristics stated in the **Equality Act 2010** (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Provides impartial careers education, information, advice and guidance that enables students to understand their strengths, interests and aspirations and make informed decisions about their future education, training, employment and adult life.
- Ensures that students develop an understanding of fundamental British Values and uphold these throughout the curriculum and PSHE programme.
- Ensures that students have meaningful opportunities to contribute to school life and express their views through student voice initiatives, including the student council.

Section 4 – Curriculum offers

At Willow Tree Park, we offer a range of curriculum pathways designed to meet the diverse needs of our students. These include:

- Engagement Curriculum (all stages)
- EYFS Curriculum
- Pre-Key Stage Curriculum
- Formal Curriculum (Key Stages 1–3)
- Pathways Curriculum (Key Stage 4)
- Post-16 Curriculum

Students are placed within the most appropriate curriculum pathway according to their individual needs, strengths, developmental stage, prior attainment and EHCP outcomes.



Across all curriculum pathways, students are supported to develop communication, independence, social interaction, emotional wellbeing and preparation for adulthood. The curriculum also promotes creativity, Relationships and Sex Education (RSE), British Values, and students' Spiritual, Moral, Social and Cultural (SMSC) development, ensuring that all learners are equipped with the knowledge, skills and experiences needed for life beyond school.

Section 5 – The EYFS Curriculum

The Early Years Foundation Stage (EYFS) curriculum at Willow Tree Park provides a nurturing, engaging and highly personalised learning environment for students in the early stages of development. The curriculum is designed to meet the individual needs of each student, recognising that many students require additional support with communication, social interaction, emotional regulation and sensory processing.

Learning is planned in line with the Statutory Framework for the Early Years Foundation Stage and is adapted to reflect each students' developmental stage, interests and EHCP outcomes. Themes, texts and experiences are carefully selected to engage learners and provide meaningful opportunities for exploration, whilst remaining flexible enough to follow students' interests and emerging needs.

The curriculum promotes development across all seven areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A strong emphasis is placed on communication, play, exploration and independence. Teaching incorporates a range of approaches including sensory learning, visual supports, structured routines, outdoor learning, Forest School experiences, swimming, educational visits and practical life-skills activities. Where appropriate, students access systematic phonics teaching through the Read Write Inc. programme, alongside a structured pre-phonics curriculum that develops listening, attention and early communication skills.

Section 6 – The Engagement Curriculum

The Engagement Curriculum is designed for students who require a highly personalised, developmental approach to learning. It is particularly appropriate for students with autism, severe learning difficulties and complex needs who are working significantly below age-related expectations and may require extended periods of learning through experiential, sensory and practical approaches.



At Willow Tree Park, the Engagement Curriculum is based on the EQUALS semi-formal curriculum and has been adapted to meet the individual needs of our learners. The curriculum recognises that progress may not always follow a linear pathway and enables students to develop skills at their own pace through meaningful and motivating learning experiences.

Learning opportunities are organised around a range of key areas including communication, independence, life skills, structured and sensory play, physical wellbeing, outdoor learning, creativity, and understanding of the world. A strong emphasis is placed on developing engagement, communication, social interaction, emotional wellbeing and independence, providing students with the foundations for future learning and preparation for adulthood.

The curriculum is flexible and responsive to individual need. Students may remain within the Engagement Curriculum for a significant period of time and progression is measured against personalised learning outcomes rather than age or key stage expectations. Some students may access National Curriculum learning in selected subjects whilst continuing to access the Engagement Curriculum in other areas, ensuring that learning pathways remain ambitious, relevant and appropriate to individual needs.

Section 7 – The curriculum offer at stage 1 & 2

Students within Stage 1 and 2 follow a developmentally appropriate curriculum that incorporates foundation subjects and, where appropriate, elements of the National Curriculum. Learning is carefully planned to ensure breadth, balance and meaningful progression across all areas of learning. The curriculum includes life skills, Relationships and Sex Education (RSE), health education, personal care, emotional wellbeing and safeguarding, all delivered at a level appropriate to the student's age, developmental stage and individual needs.

The curriculum is enriched through a range of specialist opportunities including Forest School, swimming, sports coaching, horticulture, educational visits, careers-related learning and the Duke of Edinburgh Award where appropriate. Students also develop an understanding of personal safety through learning about topics such as fire safety, road safety and basic first aid.

Willow Tree Park adopts a total communication approach and is committed to ensuring that all students can access learning through methods appropriate to their individual needs. Staff are trained in a range of communication approaches including Intensive Interaction, Attention Autism, Colourful Semantics, Makaton, PECS, Objects of Reference (OoR), sensory cues and Augmentative and Alternative Communication (AAC) systems. The school commissions specialist speech, language and sensory support services to assess individual needs and support the development of personalised communication programmes.

Learning is broken down into small, achievable steps that enable students to experience success, build confidence and make meaningful progress. Teaching may be delivered through thematic learning approaches where this supports



engagement, promotes the generalisation of skills and enables students to make connections across different areas of learning.

The following subjects are taught within Stage 1 and 2:

- English and Phonics
- Communication and Language
- Mathematics
- Science
- Computing
- PSHE (including the safeguarding curriculum)
- Humanities
- Modern Foreign Languages
- Art and Design Technology
- Food Technology
- Music
- Physical Education and Sport
- Sensory Hub Curriculum Visits
- Swimming
- Horticulture
- Options – one afternoon a week, students are given the opportunity to choose between a range of activities.

Section 8 – The curriculum offer at stage 3

Throughout Stage 3, students are supported to become increasingly independent learners and begin preparing for the next stage of their education and adulthood. The curriculum remains broad, balanced and appropriately differentiated, whilst placing greater emphasis on independence, personal responsibility, community participation and preparation for adulthood.

Educational visits and community-based learning opportunities are an integral part of the curriculum. These experiences enable students to apply and generalise skills learned in the classroom within real-life contexts, helping them develop confidence, independence and functional life skills.

Students begin to access a wider range of accredited and vocational learning opportunities. Transition planning is introduced to support students in considering future pathways, aspirations and destinations. Careers education, information, advice and guidance are provided through specialist external services, helping students and families make informed decisions about future education, training and employment opportunities.

The following subjects are taught at Stage 3:

- English/ Phonics
- Communication/Language
- Mathematics



- Science
- Computing
- PSHE (including Relationships and Sex Education, Health Education and the safeguarding curriculum)
- Drama
- Humanities
- Modern Foreign Languages
- Art / DT
- Food technology
- Music
- Sport
- Swimming
- Equals 'Moving On' (Nationally Accredited 5-year course)
- ASDAN Options – one day per week students are given the opportunity to choose between a range of activities.
- Enrichment and Careers Connect – Transition planning takes place later in Year 9 with Careers Connect who advise on relevant courses, work experience and future work-based training, including College placements.

Section 9 – Stage 4 curriculum

The Stage 4 curriculum builds upon the foundations established in earlier stages and places a strong emphasis on preparation for adulthood, employability, independence and accredited learning. Whilst students continue to access a broad and balanced curriculum, increasing opportunities are provided for vocational learning, work-related experiences and career exploration.

Students participate in a progressive work-related learning programme that includes enterprise activities, careers education, enrichment opportunities and work experience both within school and the local community. Enrichment activities enable students to explore personal interests and potential career pathways, including areas such as photography, hair and beauty, nursing, teaching and other vocational interests.

Students are supported to achieve a range of recognised accreditations, including ASDAN qualifications, Functional Skills qualifications in English and Mathematics, and the EQUALS Moving On programme. Learning pathways are designed to prepare students for successful transition into further education, training, employment, supported internships or adult provision, depending on their individual aspirations and needs.

At Willow Tree Park, we recognise that transition pathways are unique to each student. Where appropriate, bespoke transition arrangements can be developed in



partnership with mainstream schools, colleges and other providers to support students in accessing learning opportunities alongside their peers whilst maintaining the support required to achieve success.

The following subjects are available within Stage 4:

- English (ASDAN/Functional Skills)
- Communication
- Mathematics (ASDAN/ Functional Skills)
- Science (ASDAN)
- ICT (ASDAN)
- PSHE, including Relationships and Sex Education and Health Education
- Drama
- Humanities
- Modern Foreign Languages
- Art and Design Technology
- Food Technology
- Music
- Sport
- Swimming
- EQUALS Moving On
- ASDAN Options (student choice linked to interests)
- Individual interest-related qualifications, where appropriate
- Careers Education

Section 10 – Post 16 curriculum offer

The Post-16 Curriculum at Willow Tree Park is designed to prepare students for adulthood by developing independence, employability, community participation and lifelong learning skills. The curriculum is highly personalised and aligned to individual EHCP outcomes, ensuring that students are supported to achieve meaningful and ambitious goals for their future.

The curriculum is delivered through six key strands:

- Literacy for Life
- Mathematics for Life
- Community Active Citizens
- Relationships, Health and Wellbeing
- Enterprise and Employability
- Independent Living

Learning is designed to equip students with the practical knowledge, skills and confidence required for adult life. Students develop independence through community-based learning, travel training, work-related learning, volunteering opportunities and real-life experiences. Reading and communication programmes are tailored to individual needs and may include Functional Skills, phonics, sight



reading, symbol-supported reading and Augmentative and Alternative Communication (AAC) systems where appropriate.

Work experience and vocational opportunities are carefully matched to students' interests, aspirations and future goals. Through collaboration with students, families and professionals, placements are selected to provide meaningful experiences that promote skill development, confidence and preparation for future employment or adult provision.

Students have opportunities to access a range of accredited learning programmes appropriate to their individual pathways, including:

- English Functional Skills (Entry Level 1–3 and higher levels where appropriate)
- Mathematics Functional Skills (Entry Level 1–3 and higher levels where appropriate)
- Physical Education, including swimming, Duke of Edinburgh and optional sports activities
- Career and volunteering pathways, including photography, art, food technology, sports, hair and beauty, teaching, administration and other areas of personal interest
- Communication programmes, including AAC systems such as the Speak for Yourself application
- AQA Unit Awards and other personalised accreditation pathways linked to individual interests and outcomes

The Post-16 curriculum supports students to progress successfully into further education, employment, supported internships, volunteering opportunities, independent living and adult services, according to their individual aspirations and needs.

Section 11 – Safeguarding

Safeguarding is embedded throughout the curriculum at Willow Tree Park and forms a central part of our commitment to keeping students safe, healthy and prepared for life beyond school. We provide opportunities for students to develop the knowledge, skills and confidence needed to recognise risks, seek support and make informed decisions about their personal safety and wellbeing.

In addition to safeguarding themes delivered through PSHE, Relationships and Sex Education (RSE), Computing and wider curriculum subjects, Willow Tree Park delivers a dedicated safeguarding curriculum. This curriculum is progressive and developmentally appropriate, ensuring that safeguarding knowledge and skills are revisited and built upon throughout a student's educational journey.

The safeguarding curriculum covers six key areas:

- Safe Adults and Asking for Help
- Personal Boundaries and Consent



- Community Safety
- Online and Digital Safety
- Healthy Relationships and Exploitation Awareness
- Emotional Literacy and Self-Regulation

Learning is carefully adapted to meet the needs of different curriculum pathways and age groups, from Engagement and Key Stage pathways through to Post-16 provision. Topics include recognising trusted adults, consent, personal safety, online risks, healthy relationships, exploitation, self-advocacy, emotional wellbeing and strategies for seeking help when needed.

More broadly, our curriculum promotes students' physical health, mental wellbeing and personal development. Curriculum leaders ensure that safeguarding themes are embedded across subjects and that learning remains responsive to emerging risks and student needs. E-safety is taught explicitly through the Computing curriculum and reinforced throughout school life.

Relationships and Sex Education (RSE) is delivered in accordance with statutory guidance and is tailored to students' ages, developmental stages and individual needs. Through PSHE and RSE, students develop the knowledge, understanding and personal qualities needed to build positive relationships, maintain their wellbeing, recognise risks and access support when required. Central to this is developing resilience, confidence, self-advocacy, kindness, integrity and respect for others.

Section 12 – Progress and assessment

At Willow Tree Park, assessment is an integral part of the teaching and learning process. Progress is monitored through ongoing assessment, teacher observation, personalised targets, curriculum-based assessment pathways and Education, Health and Care Plan (EHCP) outcomes.

The school uses Evidence for Learning (EfL) as its primary assessment and evidence-gathering platform. Through photo, video and observational evidence, staff record and monitor achievement across curriculum areas, personal development and EHCP outcomes. Assessment information is used to identify strengths, inform future planning and ensure that learning remains appropriately personalised and ambitious.

Learning is carefully structured and broken down into small, achievable steps to support engagement, success and meaningful progress. Teachers use assessment information to identify next steps in learning and adapt provision to meet individual needs. Strategies such as retrieval practice, repetition, modelling and personalised support are used to reinforce learning and promote long-term progress.



Progress is reviewed regularly through personalised targets, curriculum assessments, annual EHCP reviews and multi-disciplinary collaboration. Achievement is recognised and celebrated throughout the school, helping students to develop confidence, resilience and positive attitudes towards learning.

All students have an Education, Health and Care Plan (EHCP), which is reviewed at least annually to ensure that provision, outcomes and support remain appropriate and effective.

Section 13 – Experiences provided by the curriculum

At Willow Tree Park, learning extends beyond the classroom and is enriched through a wide range of practical, community-based and experiential opportunities. These experiences enable students to apply their learning in meaningful contexts, develop independence and confidence, and prepare for life beyond school.

Curriculum experiences may include:

- Educational visits linked to curriculum themes and topics
- Community access activities, including shopping, travel training and use of local facilities
- Forest School and outdoor learning opportunities
- Swimming and physical activity programmes
- Work experience, volunteering and enterprise activities
- Careers education and employer engagement opportunities
- Duke of Edinburgh Award activities
- Enrichment sessions based on student interests and aspirations
- Visits from external professionals and community organisations
- Participation in competitions, performances, exhibitions and community events

These experiences support the development of communication, literacy, numeracy, personal development, independence, social skills and preparation for adulthood. They enable students to transfer skills learned within the classroom into real-life situations and become active members of their local communities.

In all aspects of school life, staff will avoid any activity which promotes partisan political views and will ensure that, where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views in accordance with the Independent School Standards and Department for Education guidance.

Section 14 – Careers guidance

Careers education, information, advice and guidance forms an important part of the curriculum at Willow Tree Park. Students are supported to develop an understanding of their strengths, interests, aspirations and future opportunities through a personalised programme of careers education and preparation for adulthood.

Independent careers advisers, including Career Connect, work alongside students from Year 7 onwards to provide impartial advice and guidance appropriate to each student's needs, aspirations and level of independence. Careers guidance supports students and their families in making informed decisions about future education, training, employment and adult provision.

Students have opportunities to explore a wide range of career pathways through careers events, employer encounters, educational visits, enrichment activities, work-related learning and work experience placements. Annual careers weeks are shaped by students' interests and include contributions from a diverse range of employers, professionals and community organisations.

Where appropriate, students are supported to access alternative educational pathways, further education opportunities and bespoke transition arrangements to ensure that they can continue to achieve their full potential and progress towards their long-term aspirations.

Section 15 – Spiritual, moral, social and cultural development

At Willow Tree Park, we recognise that the personal development of our students, spiritually, morally, socially, and culturally (SMSC), plays a significant part in their ability to learn and achieve and prepares them for the opportunities, experiences and responsibilities that life will bring. SMSC development is strongly influenced by the Employee Value Proposition and the School Values of our school and almost everything the school does is underpinned by these values. Here at Willow Tree Park, we firmly believe that:

- a variety of opportunities should be made available to our students to enable them to achieve their full potential, breaking down barriers to learning.
- all students will participate in a wide range of activities that will help them gain the highest level of independence possible and self-esteem.
- All students should be fully engaged, enjoy and be active participants in their learning.

Section 16 – Fundamental British values

Willow Tree Park policies and procedures ensure that teaching is balanced and make certain that the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are fully resented through discrete teaching, assemblies, adapted planning, including our curriculum offer and bespoke schemes of work. Through expert teaching our students develop:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- Developing a depth of understanding about different faiths and lifestyles.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination.

Section 17 – PSHE/RSE

A high priority is placed on PSHE/RSE to include the acquisition of independent living skills to maximise opportunities for self-confidence, social interaction, personal autonomy, self-empowerment, economic well-being, self-advocacy and to enhance life chances. It includes aspects of Health Education including Relationships & Sex Education. We are dedicated to promoting anti-bullying and providing a safe environment for our students. Assemblies and discrete lessons often focus on peer-on-peer bullying and how to deal with such incidents at a level that supports the students understanding.

In addition to PSHE/RSE, students have access via Individualised Educational Programmes to the wide range of curriculum areas. School policy documents are available to parents, Local Authorities, and their representatives on request. The school's curriculum and schemes of work are a dynamic resource and will be continually revised and updated. We have a PSHE Lead teacher who takes responsibility for the overall curriculum and ensures that resources are of the highest standard.

Section 18 – Supervision of students

The supervision of students is paramount to ensure that they make the best choices and remain safe, always feel safe and trust staff. We have high levels of supervision whilst balancing this carefully to support students in making choices and learning to be as independent as possible. Some students may need one to one support or greater when they join Willow Tree Park, however staff teams are committed to provide students with strategies to manage their anxieties and communicate these in more appropriate ways, thus reducing the level of support they need to manage their anxieties.

Section 19 – Promoting good behaviour

Willow Tree Park is committed to providing an environment where all students and staff can feel safe, happy, accepted, and integrated. At Willow Tree Park, the dedicated team have a collective responsibility to:

- Promote desired behaviour.
- Promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

To achieve this, we will:

- Work to create a positive learning environment within the school and ensure our approach to behaviour management is consistent, and understood by all the school staff, students, and parents.
- Ensure all adults provide positive examples and attitudes.
- Ensure relationships with other adults and with students are fair, honest, polite, respectful, and considerate.
- Teach, through the school curriculum, values, and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline, and encourage in students a respect for themselves, for other people and for property.



- Make clear to students the distinction between minor and more serious behaviour and the range of consequences that will follow.
- Treat problems when they occur in a caring and sympathetic manner to achieve an improvement in behaviour.
- Provide role models.
- Encourage students to understand and value relationships particularly with peers, staff, parents, grandparents, elders, and other members of the community.
- All students are taught great lessons and social skills.
- Do our best to ensure that all students are safe and happy.

Further information on this is outlined in our Promoting Positive Behaviour Policy.

Section 20 – Positive Behaviour and Recognition

1.1 Willow Tree Park - Stage 1 & 2

- Public praise in the classroom and at Celebration or Team assemblies for good behaviour and good work.
- PSHE and circle time.
- Class Dojo.
- Displaying the students' work in the classroom to acknowledge their achievements.
- Share good work with parents.
- Home / school communication diaries.
- PSHE charts - Friendship tree.
- Peer mediation.
- School Council.
- Agreed class targets.
- Help students to challenge unacceptable behaviour such as bullying, harassment and name calling.
- Reassure students that they are always valued even if the behaviour is unacceptable at times.
- Safe spaces outside each classroom.

1.2 Willow Tree Park - Stage 3, 4 & Post-16

- Oral praise.
- Written comments on individual pieces of work.
- Recording of positive comment in school planner/diary.
- Positive comment for 'Record of Achievement' / portfolios.
- Telephone call / letter home to carer/parent.



- Certificate of Achievement.
- Acknowledgement in assembly's /tutor time.
- Peer mediation.
- School Council.
- Class Dojo.

Please see our 'Promoting Positive Behaviour Policy' for more detail on how we manage behaviour and encourage students to act responsibly.

Section 21 – Monitoring and review

This policy is reviewed annually.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is June 2027.

Appendix 1 – Policy Revision Log

Policy Title: Curriculum Policy

Date of first publication – September 2024

Revision number	Date of Revision	Nature of Revision
1.	30/09/2025	Changed to new format and school name changed.
2.	09/06/2026	Updated to reflect current school practice. Curriculum pathways, safeguarding curriculum, assessment arrangements, preparation for adulthood, careers education and legal framework updated. References to B-Squared removed and Evidence for Learning (EfL) adopted throughout.
3.		
4.		