



Curriculum Guarantee Policy

Approved by TCES Operational Board on behalf of

Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, January 2025

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Rationale

This Curriculum Guarantee forms part of the Education Section of The TCES Systems and Processes Manual. It sets out in detail the Curriculum **intent** for the schools and services, the resources, approaches and opportunities for its **implementation** and the ways that we will measure, recognize, and celebrate the **impact**.

This curriculum statement derives from the TCES Curriculum Guarantee and constitutes curriculum policy and practice as implemented in all TCES schools. This is the guaranteed curriculum we will provide to our pupils. It works alongside TCES Five Part curriculum and specifies our commitments to our pupils in Academic (including vocational) education. The SSP set out to provide the broadest possible curriculum offer for all our pupils and with clear and high expectations for achievement and progress. We offer subjects and experiences beyond the national curriculum that are relevant to preparing our young people to enter the world of work and thrive as adults. Time on these subjects slightly curtails the range of traditional subjects we able to offer but does not diminish the breadth of the curriculum.

“A broad curriculum can mean limited subjects.”

Amanda Spielman
June 2020

Our curriculum will, however, give all pupils “experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;” as required by The Revised Education (Independent School Standards) (England) Regulations January 2015.

Proprietor's vision

As TCES' CEO and Schools' Proprietor, my personal vision sees our school as inclusive, thriving, socially and emotionally healthy communities - this vision is driven by my deeply held belief that human beings thrive in positive environments. These schools and our social enterprise must lead the way 'Towards a National Model of Excellence'. To enable this to happen TCES staff, parents and pupils must be supported to own and deliver the community values of our schools which are 'very high expectations', 'hard work' and 'mutual respect and tolerance', authentic 'real' inclusion, 'genuine pupil and parent voice and participation' and finally a 'We never give up' philosophy for both pupils and staff.

The National Online School

Education provided by TCES National Online School follows a therapeutic model of learning which places **equal emphasis** on academic, social, emotional, and personal development as measures of success. We recognise the benefits of structured academic teaching whilst dealing sensitively with individual needs through our highly therapeutic curriculum. We understand the majority of pupils referred have had multiple exclusions from mainstream and other specialist provisions, and as a result, have significant gaps in their learning. Every pupil is routinely assessed on entry and follows a personalised learning package designed to address their academic, social, and emotional needs.

We deliver fulltime education services nationally, providing that the Local Authority or County Council accept that this will be delivered through distance learning. The National Online School will attend a reasonable number of meetings remotely or provide reports and will provide the full range of services outlined in this contract but on a distance learning and virtual basis. The school is available for any young person from any part of the country for whom mainstream education has proved challenging. This may be for multiple and complex reasons, but we hold the belief that every child has the right to broad and balanced education and opportunities to achieve.

The National Online School offers short-term one-to-one and small group based distance education to children and young people between the ages of 5-25 currently without schoolbased SEN provision in London. Whether a child or young person is awaiting a placement from a TCES school, another school or service, or is without an integration plan, the school offers immediate support for a young person's educational and personal development.

The National Online School offers long term distance learning to pupils should they require more time. In some cases, pupils will remain and graduate with us. They have the option to join our Post 16 provision which provides an EHCP outcomes focussed course as well as further education.

Our school is 100 percent online, but we view it very much as a learning community in which pupils, staff, parents, carers, and stakeholders are made to feel welcome, valued, and safe. Every young person is unique with their own special talents, and we help develop these in a calm and respectful online environment, with clear rules and a fair understanding of one another. We provide every pupil with an individualised programme which will support their transition into the school environment.

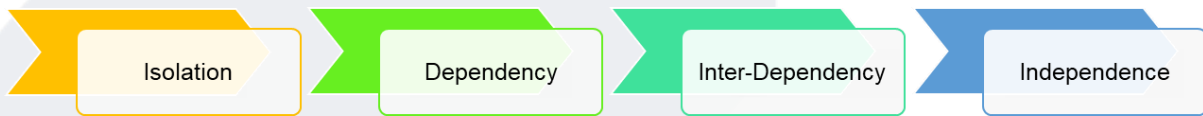
Our pupils are provided with opportunities to develop self-esteem, interpersonal and social skills as well as to make positive choices in respect of their behaviour both in and out of their lessons. We believe it is possible for every pupil, perhaps for the first time, to enjoy their education and achieve their potential, so they can hope and plan for a better future.

The curriculum offer is a collaborative process, devised in conjunction with parents/carers, the young person, and our specialist team. This will be dynamic and may change over time according to positive engagement levels and increasing confidence.

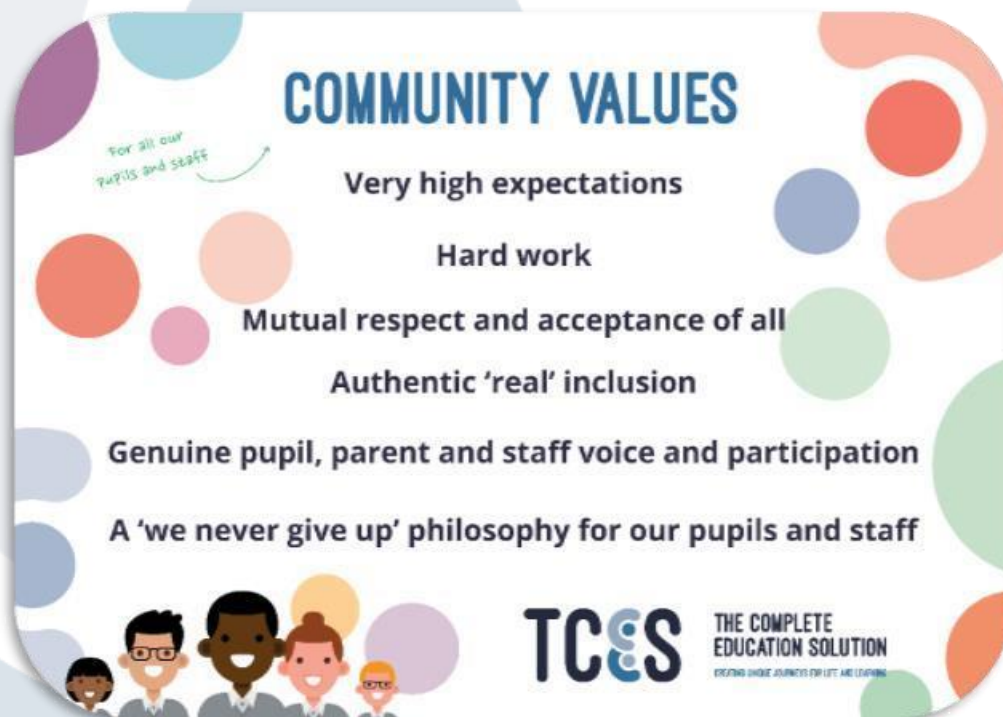
The National Online School team use stringent measures to vet teachers and follows a comprehensive process to match a pupil's favoured learning style to the most appropriate teacher for their individual needs. The school operates entirely on a strengths-based approach with pupils so that they can learn and thrive, by providing bespoke resources based on an initial learning assessment that are then implemented effectively. Our highly skilled teachers help transform pupils' perception of their own strengths and abilities, ultimately preparing them for reintegration to small group learning environments.

We recognise that Inclusion must be integrated through everything that we do in order for the young people we work with to reach their full potential. Our Inclusion Model is based on the assertion that 'together we're better' and we aim to get all young people that we work with to a place where they are learning independently in a group.

The model below clearly shows the journey of change from Isolation to Dependency to Interdependency to Independence. Young people join us at all different stages of their own journey, and we aim to support them in progressing towards independence.



The TCES Community Values



National Online school operates under the umbrella of the TCES Community Values. We have high expectations of all pupils' success in every aspect of learning and achievement and firmly believe that expectations shape performance. Our young people have a broad range of backgrounds and abilities and every single one of us contribute to the personal development, progress, and experience of the pupils in our school. We do this by ensuring that they have a meaningful voice in all aspects of their own education. It is vital that we treat each other with integrity and respect and are fair and consistent in our approach to everyone in the Online School community. We pride ourselves on the positive relationships that exist in the environment in which we work. We believe that all our pupils have hidden talents that need to be found, nurtured, and supported. Our respect, integrity, behaviour, ambition, resilience and humour all form part of the curriculum diet offered to all our pupils.

Everything that we do, along with each decision that we make, must be centred on the pupils' learning and achievement, as we seek to enable every pupil to meet and exceed their apparent potential. We never give up on a pupil and we have never permanently excluded a pupil. We believe in every pupil's ability to succeed in our online school and our Therapeutic Educational

approach ensures the very best of education, inclusion, and clinical input to make this vision a reality – truly Integrated Services.

We are all privileged to be working with the young attendees of our online school. Our pupils have an enormous amount of potential, and we are all part of an incredibly dedicated and talented staff team who all ensure that we support this potential through to fruition.

The Five Part Curriculum

Our Five Part Curriculum is designed to meet the educational, therapeutic, social, emotional, and mental health needs of our young people. Our pupils may be neurodiverse and/or have relational trauma. Many have co-morbid diagnoses and have underlying speech, language, and communication needs. They may have experienced a reluctance to attend school leading to prolonged absence and can experience physical and emotional distress at the thought of attending school. All have Educational Health and Care Plans, and their needs cannot be met by mainstream provision.

It is the policy of The National Online School that all pupils will have access to a broad and balanced curriculum that addresses the difficulties that have caused them to be referred to us. Our Five Part curriculum assesses and recognises their learning needs and barriers and offers opportunities and experiences that will enable pupils to meet the challenges of adult life.

Intent

Curriculum values:

- Inclusive and healthy schools
- Very high expectations
- Hard work
- Mutual respect for all
- Authentic 'real' inclusion
- Genuine pupil voice and participation
- A 'we never give up' philosophy

Curriculum aims:

- To promote successful learners who enjoy, make progress, achieve and 'love to go to learn'
- To promote confident individuals who are able to lead safe, healthy, and fulfilling lives
- To promote responsible citizens who make positive contributions to society
- To promote independent adults who can work with others and be healthily independent when required

Implementation

The curriculum:

- Will address disadvantages and disruptions
- Will link to individual EHCPs
- Will be engaging and enjoyable
- Will be broad and balanced, and promote community and environmental values •
Will be supported by a therapeutic milieu
- Will address each pupils' own level of need and ensure best safeguarding practice
- Will enable pupils to negotiate individual pathways from social isolation to independence
- Will provides opportunities for cross curricula learning
- Will link with the independent school standards

Impact

Evaluation measures:

- Does every pupil enjoy online school?
- Is every pupil a reader?
- Aspirational expectations for all pupils Is every pupil sufficiently confident?
- Is every pupil equipped with sufficient numeracy and literacy to take their place in the world of work?
- Is every pupil a leader? Is every pupil sufficiently independent to thrive as adults in society?
- Do all pupils have the knowledge and understanding to make healthier lifestyle choices?



1. Academic and Vocational Curriculum

We have very high expectations of our pupils and as such - our schools and services offer a wide range of nationally accredited courses including, but not limited to:

- GCSEs
- A Levels
- Entry Levels
- Functional Skills in Literacy and Numeracy

Each pupil has an individual Pathway Plan that documents their holistic journey through TCES. The Pathway Plan is written collaboratively by education and inclusion staff, therapists and social workers who know the pupil well. All pupils then access schemes of work matched to their talents and abilities across our Big Picture Curriculum working towards nationally recognised qualifications and accreditations.

2. Enrichment

Our pupils benefit from participating in a variety of activities designed to enrich and enhance their TCES experience. Our enrichment curriculum is intrinsically linked to elements of spiritual, moral, social, and cultural (SMSC) education as well as our own Community Values, Community Cohesion, British Values including Britishness, Public Institutions and Every Child Matters. We ensure that this is delivered within each pupils' individual timetable which includes a themed and cultural assembly calendar.

The added element of our enrichment curriculum aims to find and nurture the often-hidden talents of each pupil. The enrichment curriculum responds to the interests and aspirations expressed by our pupils, including charitable endeavours and community-based service, and opportunities for genuine leadership roles within and beyond school. This last element is supported by regular and frequent training of a high standard, often leading to accreditation, such as our Level 2 qualifications for Peer Mentoring, traineeships, and apprenticeships. Their enrichment opportunities can lead to career pathways for our pupils to move from entrant to employment within TCES.

3. Engagement

Although a significant percentage of our referred pupils are able to join our online school after a short internal induction, some of our pupils may require a staggered approach to enable them to flourish in full time education. We take a whole school approach to monitoring pupil engagement (attendance, behaviour, engagement with learning and therapy) and respond to instances of poor engagement with appropriate strategies tailored to pupils' individual needs. In line with our Community Value that 'we never give up'; we never permanently exclude our pupils. Neither do we fixed term exclude. We aim to engage pupils via individual interests and motivating factors. We build trust and positive relationships between pupils and staff at a pace which best supports this.

4. Therapeutic

We offer a wide range of Therapeutic, Clinical and Inclusion interventions including Occupational Therapy, Speech and Language Therapy, Art Therapy, Drama Therapy,

Relationship Mentoring, Leadership and Life Skills Coaching, Sensory Profiling and Group Process. Additional therapies including Counselling, Music, Equine Therapy etc. can be made available upon request, for specific pupils as identified in their EHCPs.

The therapeutic educational approach creates emotionally healthy communities that encourage pupil and parent voice and participation and provide frequent opportunities for group work. Our quality therapeutic learning environments support pupils to address barriers to learning in a healthy and safe manner.

Our academic offer is underpinned by 10 Principles of Therapeutic Education which pervade all that we do in our online school.

PRINCIPLES OF THERAPEUTIC EDUCATION

- 1 We understand neurodiversity
- 2 We understand attachment
- 3 We use relationships for recovery
- 4 We are consistent & predictable
(Expectations, rewards and consequences)
- 5 We view behaviour as communication
(Emotional, sensory and physical needs)
- 6 We have unconditional positive regard for pupils
- 7 We co-regulate and role-model for pupils
- 8 We demonstrate inclusive, strengths-based practice
- 9 We develop emotional literacy
- 10 We develop leadership & life skills

TCES THE COMPLETE EDUCATION SOLUTION
CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

5. Pupil Leadership

Leadership, through the LIFE Programme, gives students a sense of pride and responsibility, which are often rare feelings for excluded pupils. Developing leadership potential has benefits for the individual, their group, the whole school, and their communities beyond The National

Online School. Leadership development for pupils can shape the positive and promote harmony. Leadership development is simultaneously an end in itself, by promoting healthy pupil development, and a means to an end as pupils make valuable contributions to the life and the culture of the school through their participation. Pupils will benefit from support in their role and will be empowered further to inspire and motivate themselves and others to effect positive change.

Our pupils have often had to experience many issues in their lives and their ability to withstand these issues, often including multiple changes of placement and / or adults, means that they develop and have many hidden skills and talents including leadership skills. Developing leadership skills in our pupils is a challenging, complex but vital task for the online school team. The skills which enable effective leadership to have a broader significance beyond their potential to prepare pupils to take on formal leadership roles.

The TCES Big Picture Curriculum

The Big Picture is the result of an effort to capture in one diagram: what we are trying to achieve with our curriculum offer (intent), how we will set out to achieve that (implementation) and what measures we will use to judge its success (impact).

OUR CURRICULUM: THE BIG PICTURE - THE TCES WAY

THE COMPLETE EDUCATION SOLUTION

What are we trying to achieve? Intent	Curriculum values:	Inclusive and healthy schools	Very high expectations	Hard work	Mutual respect for all	Authentic 'real' inclusion	Genuine pupil voice and participation	A 'we never give up' philosophy								
	Curriculum aims:	Successful learners Who enjoy, make progress, achieve and 'love to go to school'	Young leaders Who lead themselves, lead others and lead in the community	Confident individuals Who are able to lead safe, healthy and fulfilling lives	Responsible citizens Who make positive contributions to society	Independent adults Who can work independently and be healthily independent when required										
	Focus on learning:	Attitudes and attributes eg. determined, adaptable, confident, risk-taking, enterprising	Skills eg. literacy, numeracy, ICT, social, health, personal learning and thinking skill.	Knowledge and understanding eg. Big ideas that shape the world												
	The curriculum will...	...address disadvantages and disruptions	...be engaging and enjoyable	...be broad and balanced, and promote community and environmental values	...be supported by a therapeutic milieu	...address each pupil's own level of need and ensure best safeguarding practice	...enable pupils to negotiate individual pathways from social isolation to independence									
How do we organise learning? Implementation	The TCES Group five-part curriculum:	Engagement			Enrichment		Academic / Vocational		Pupil Leadership		Therapeutic					
	Means of delivery:	Enrichment activities	Assemblies	Lessons	Mentoring	Healthy eating	School ethos (models)	Community projects	Cross curricular events	Structured reflection	Student council	Therapy	Leadership roles	Guest speakers	Group process	Families
	Curriculum Dimensions:	Leadership	Independence	Education (Citizens and Employability)	Empowerment	The Arts	English (inc. DEAR)	Maths	Science	Pupil participation and Voice	PE, Fitness and Wellbeing	PSHE and RSE	Humanities (inc. British Values)	Technology (inc. D.C., ICT and Food)		
	Statutory guidance and expectations	"A good school achieves a careful balance. Balance is the constant challenge when schools plan. Time is limited. Therefore, choices need to be made about what to do when, how much depth to pursue, which ideas to try together, what resources to draw on, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught."														

Source: Speltzner (HMCI 2018)

How well are we achieving our aims? Impact	Evaluating impact	Does every pupil enjoy school?	Is every pupil a reader?	Are there aspirational expectations for all pupils?	Is every pupil sufficiently confident?	Is every pupil equipped with sufficient numeracy and literacy to take their place in the world of work?	Is every pupil a leader?	Is every pupil sufficiently independent to thrive as adults in society?	Do all pupils have the knowledge and understanding to make healthier lifestyle choices?
	Accountability measures	Optimum attendance Positive engagement Hygiene and safety Achievements	Rapid reading progress Achieving the highest level of qualification within their individual capabilities	Staff and pupils share ambitious targets and goals	Clear pathways to employability	A leadership role in school and/or beyond Knowledge Understanding, skills and experience of leadership	TCES Gold Award - Independent Programme Linked external accreditation	Living healthier lifestyles than on arrival at TCES	

The National Online School Curriculum has adapted the Big Picture Curriculum to suit the virtual learning environment.

EHCP Outcome	Cognition and Learning		Communication and Interaction	Social Emotional and Mental Health	Sensory and Physical	Preparation for Adulthood	
5 Part Curriculum Area	Academic/Vocational		Engagement	Therapeutic	Enrichment	Leadership	
Learning	Mathematical	Linguistic	Human and Social	Aesthetic	Physical	Technological	Scientific
Activity	Maths MyMaths Puma BKS Budgeting Shopping Food Tech LIFE Construction Science Computer Science Music Art PE/Sports Horticulture Careers Assembly	English SaLT Zaprendo Pira, Lexia Bedrock BKS DEAR Computer Science PSHE/ RSE Careers LIFE Music Drama Humanities MFL Horticulture Science Work Experience Assembly	History Geography Science SaLT PE PSHE, RSE, RE LIFE Careers English Drama Student Council Lego Therapy Drama Therapy Fitness & Well-being Sessions Games Horticulture Assembly	Art Lessons Music Lessons English Technology LIFE Careers Drama Hair and Beauty Construction Horticulture Assembly	Wake Up and Shake Up Sports Games Movement Breaks PSHE Dance Yoga Health and Fitness theory Careers Horticulture Assembly	Computer Science Science Food Tech Art Maths Music Tech Construction LIFE Careers Assembly	History Geography Science Lessons MFL Computer Science PSHE/RSE/RE Lessons LIFE Art Careers Horticulture Assembly

Curriculum Overviews and Schemes of Work

Subjects taught vary for individual pupils, but the curriculum offered includes:

- English
- Maths
- PSHE
- RSE
- LIFE
- Science
- PE

Art, Music, Geography, History, RE, Food Tech, Digital Skills and MFL can also be accessed where appropriate.

Detailed curriculum overviews for each subject will map out what needs to be taught at each level in order to progress to the next stage. They will outline a scheme of work from key stage 1-6 Teachers will be able to pick criteria from each subject at different levels to create differentiated lesson plans. Each lesson can be taught more than once if necessary.

Teaching and assessment will not be linked to age expected levels but pitched to the stage of mastery of individual pupils. The 6-week lesson planner contains an overview of each pupil, learning outcomes for the 6-week block, learning question for each lesson (which will be RAG rated on the same document) and next steps. All 6-week lesson plans are checked by DHTs/HotLC on a regular basis (termly at least) to ensure teacher are setting appropriate targets, moving their pupils on and tracking their achievements and progress. Teachers will

not be required to write mid-term planning and should be able to get most info for lesson plans from the curriculum overviews.

Online learning

All pupils join their virtual classroom, where they can attend and participate in lessons, view resources, submit assignments, receive feedback from staff, and have some opportunities to collaborate with peers where appropriate.

We understand that to prepare our pupils for further study, the world of work it is imperative that we teach them the skills and behaviours to enable them to participate appropriately and function effectively online and in virtual classrooms.

After signing a Code of Conduct (by pupils and parents/carers) which highlights online safety and promotes the positive use of technology, every TCES pupil receives a Chromebook, pupil email address and access to the Microsoft Office 360 platform for Education.

Pupils are encouraged to continue their learning outside of the school day through their virtual classroom and additional learning platforms, including but not limited to:

- Access, onsite or online, to educational platforms such as:
 - Literacy – Zaprendo (Phonics), Lexia (Reading) and Bedrock Learning (Vocabulary)
 - Mathematics – My Maths
 - BKS Individualised Programmes for Functional Skills and GCSE English and Maths
 - Individual project work
 - Home learning packs

TCES guarantees how many lessons each Key Stage will have of each of the Big Picture Curriculum areas, based on recommended guided learning hours for the qualifications we deliver.

Leadership through the LIFE Programme

LIFE is:

- Leadership.
- Independence Skills.
- Future Options and Employability
- Empowerment

Through the LIFE Curriculum we expect our pupils:

- To learn, succeed and flourish in school.
- To be suitably prepared to thrive as adults.

- To develop skills that underpin future resilience. ● To provide a real voice for all pupils.
- To be inspired to become values-based active citizens, now and for the future.

Through the Leadership Curriculum, we aim to enable their:

- Confidence.
- Raise their aspirations.
- Recognise their talents.
- Identify their leadership qualities and go on to lead:
 - ‡ Lead themselves.
 - ‡ Lead others.
 - ‡ Lead the community.

It could be easy to skip over the first of these and focus on the traditional view of Leadership regarding leading others and communities. Leading oneself is a pre-requisite of good leadership in other situations and for our pupils the challenges are significant.

At TCES, leading oneself can take the form of recognising when they are being influenced by their peers and others, in social and family situations as well as online. It will also be about modulating their sensory needs and associated behaviour, leading to increased pro-social behaviour patterns. We will discourage 'followers' and teach pupils the signs of influence by others as well as the skills to avoid it and change it.

Opportunities for leading others come in many forms in TCES schools and services, but perhaps our commitment that EVERY pupil has a responsibility, or role in school, provides a starting point. To supplement this, TCES offers pupils real training in this area with accredited peer mentoring courses.

Through our enrichment programme, we expect all pupils to become involved in matters that are important to them, to TCES and to British Values. As a result, pupils become fully engaged in Black History month, LGBT month, charity fund raising and other community leadership events.

Some other learning that our pupils will be experienced as a result of the Leadership Curriculum are:

- Belief in self (Learning to 'Lead' yourself).
- Resilience.
- Setting goals.
- Planning tasks and activities to meet these goals. ○ Communicating with teams and individuals.
- Recognising the strengths and potential of others.
- Inspiring others to meet goals.
- Organising work and delegating.
- Reviewing performance.
- Resolving problems.

- Maintaining a 'can do' attitude.
- Seeing the Big Picture.

As part of the Curriculum Guarantee, every pupil at a TCES school or service will study an appropriate Leadership option throughout their education. This will be supplemented by leadership development activities and additional support through:

- Leadership and Life Skills Coaching.
- Motivational speakers (both regular and guest speakers).
- Peer mentoring opportunities.
- School council tasks.
- Community projects and other leadership roles.

Other curriculum options, without the word 'leadership' in their title, will be optimised to develop further leadership skills. For example, first aid, food hygiene and debating through English-Speaking Board, all require pupils to gain knowledge that provides them with the capacity to guide others in those specific areas.

Mentoring features highly in the curriculum offer with pupils gaining Level 1 and 2 Peer Mentoring qualifications yearly. Ultimately, as mentors work through a ladder of qualifications, they will have the opportunity to take-up traineeships (14-16) and apprenticeships (16+) within TCES, in addition to the Alumni Mentor roles already being filled by past pupils. This forms part of the unique 'entrant to employee' plan for our pupils.

All staff are expected to positively promote the LIFE programme as well as advocate for it in all aspects of school life.

Post 16 Provision

The National Online School offer includes personalised, specialist education for students aged 16+. At the end of year 11, the many options open to these students may not quite fit their needs and they may be uncertain about what to do next in terms of further education, training, or employment. Often, their route through education has not followed 'typical' pathways. This group of pupils may, therefore, need a more considered transition to adult life, using a scaffolding approach, where a greater number of shorter steps are taken and the help and support available is more focused on the personal needs of each individual.

We work closely with each young person and their family to understand the hopes and dreams they have for their future, what they would like their adult life to look like and then we work collaboratively to design a programme to enable them to start that journey.

Our pupils come from a wide range of backgrounds but have one thing in common. They have failed to engage with education in its traditional form because of varied, often serious, social, emotional, and developmental challenges faced by them. The National Online School aims to provide a wraparound educational and therapeutic educational offer which allows our pupils to develop into fully active and contributing members of society.

We do this by providing opportunities to:

- Gain qualifications which help them to access the world of work.
- Thrive in an environment which supports them to develop realistic and achievable pathway towards adult life.
- Regulate in the wider community and become responsible citizens.
- See their own value and to identify their skills and hidden talents.
- Develop financial awareness and the skills needed to be financial independent.
- Access opportunities to take part in extended work experience.
- Foster realistic but challenging educational goals in parallel with their working life aspirations.
- Gain confidence and resilience in interacting with the wider community.
- Visualise and plan for their employment journey including a variety of options.
- Develop a culture of lifelong learning.
- Build a future timetable.

Accreditation and qualifications:

- Pupils undertake accredited courses for up to two years, centred around our Five Part Curriculum, which is designed specifically for neurodiverse learners. This includes vocational courses at college and access to internal subject options delivered in learning blocks so that students have access to a wider range of courses.
- A range of qualifications including A levels, GCSEs and Functional Skills supporting pupils to progress into employment, training, further education, and higher education.
- Support for young people to achieve awards alongside the more traditional academic and vocational subjects, including Mental First Aid, Business and Enterprise and Digital Skills qualifications.
- Pupils study the LIVE Life curriculum (Leadership, Independence, Vocation, Environment), raising their self-esteem, entrepreneurial and resilience skills and making plans for future home and community life.

Careers

- Pupils have a dedicated and robust Careers curriculum. This is both embedded cross curriculum and specifically in the LIFE/LIVE life programme.
- Careers information, advice and guidance is provided from Y7 upwards.
- There is a separate Careers policy.
- There is a specific Governor for Careers on our Board.
- Pupils have access to a careers' advisor and work towards an aspirational employment goal and have access to up to date, unbiased careers advice, including understanding local employment opportunities.
- Employability skills are taught throughout all Key stages.
- Pupils have access to work experience or placements.

- Pupils have job search training - CV, application form and personal statement as well as interview support.

Curriculum Quality Assurance

To ensure that we deliver a high-quality curriculum which is broad, ambitious, and inclusive it is strategically overseen by The Curriculum and Assessment Committee. This is made up of the CEO and Proprietor, Executive Headteacher, The Head of Teaching Learning and Curriculum, Education Governor, and Non-Executive Director for Education. The group meets half termly to establish and agree plans for any curriculum development.

The Curriculum and Assessment Group is formed from the education senior leaders from the School Support Partnership and include Head Teachers, Deputy Headteachers, The Head of Teaching Learning and Curriculum and the Head of Sixth Form. The group meets weekly to evaluate the effectiveness of systems and delivery in relation to teaching, learning, outcomes, and assessment. New innovations and designs are devised, collated, and discussed here in line with actions directed by the Curriculum Committee.

Our Education Governor, our Non-Executive Director for Education and HoTLC pay regular visits to the school. The Governor visits at least once a term. These key developmental figures provide face to face mentoring as well as constructive critical feedback. They work with teachers and leaders to seek to continue to improve professional standards.