



New Horizon Academy: Curriculum Plans & Policy

At New Horizon Academy we educate with the purpose: to provide our pupils with the tools they need to become independent, achieve economic well-being, contribute to society, and always strive to do their best. We have developed a bespoke curriculum that aims to create learners who will succeed in the 21st century. We have established a rich, relevant and purposeful educational experience that allows us to develop the whole child and meet the needs and interests of individual pupils. Our curriculum provides learning that has local, national and international dimensions.

We provide a vibrant environment for the education of children with moderate learning needs as part of the New Horizons Care Limited group. We will be responsive enough in our teaching approach to consistently meet our pupil's needs and prepare them for the ever-changing world. For this reason, we have drawn up this document to present our curriculum plans, outlining the knowledge and skills that pupils will gain at each stage and the way in which they will be taught and assessed to build their knowledge, so they are able to apply that knowledge as skills.

This document covers the following:

- Our pupils
- Curriculum intent
- Curriculum plans
- Curriculum implementation – an overview
- Curriculum Development
- Curriculum Policy

Our Pupils

At New Horizon Academy we will provide education for children aged 11 – 16 with MLD (moderate learning difficulties).

Pupils with MLD will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. They will have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

At New Horizon Academy it is our intention to ensure that the curriculum we offer:

- is broad and balanced and that it meets the requirements of the Education (Independent School Standards) 2014



- caters for the requirements of each pupil in all areas: knowledge & skill; personal empowerment, preparation for citizenship, preparation for life and work
- is suited to the needs and characteristics of every cohort of pupils
- is accessible for pupils of varying capability while also being sufficiently challenging to drive progress and engage pupils who may be operating at higher levels in some areas of the curriculum is reviewed regularly to evaluate its continued suitability for pupils and its impact in producing the desired outcomes for pupils
 - prepares pupils to leave the school at the end of Key Stage 4:
 - with significantly increased numeracy, literacy, and communication skills
 - more independent than they were when they arrived
 - ready to move on to destinations that suit their interests and their needs

Curriculum Implementation – an overview

At New Horizon Academy our curriculum will be delivered:

- through lessons, experiential learning, extra-curricular activities
- in small groups and through 1 to 1 tuition
- according to careful planning which sequences concepts in a way that ensures pupils have the pre-requisites to access new learning and make progress
- with multiple opportunities for pupils to revisit topics and practice skills over and over as required by their level of need
- with a careful balance of support and challenge to ensure that pupils can access the curriculum and stretch to engage at progressively higher levels
- by teachers who are specialists in their subject whenever possible or when not possible, by qualified staff who are sufficiently supported in their subject knowledge to be able to use it effectively to promote learning
- with the support of suitably qualified teaching assistants
- by teachers and support staff who receive regular training to equip them with strategies for engaging and supporting pupils with MLD
- by teachers who work collaboratively in their planning; share and discuss their teaching repertoires; actively reflect on their practice; actively take part in continuous professional development; engage with research to identify relevant strategies to apply to their practice

Curriculum Plans

Pupils with MLD will be offered a subject-specific curriculum based on the National Curriculum and enriched by various non-qualification activities. This curriculum caters for



pupils working below age related expectations and is presented at P1-P8 up to National Curriculum level 1. In addition, for the benefit of pupils who might be working at higher levels in some subjects – there is an offer of Entry Levels and GCSEs in specific subjects along with a variety of other accredited and non-accredited courses.

Below is a table that provides an outline of what will be taught to our pupils with MLD at Key Stages 3 & 4. It also gives an indication of the time that will be spent on each subject or activity depending on their academic year and includes the non-qualification activities in which pupils will participate.

Curriculum Subjects	
Subject or Activity	Frequency
Mathematics	Daily
English	Daily - SPaG, Writing and Reading lessons
Science	Weekly
Design & Technology	Weekly - One half term each term
History	Weekly - One half term each term
Geography	Weekly - One half term each term
Physical Education	Weekly
Art and Design	Weekly - One half term each term
Religious Education	Weekly
PSHE	Weekly
Life Skills	Weekly
MLD: Extra-Curricular Activity	
Reward Trip 1:1	1 morning or afternoon per term
Career Guidance	1 hour per term
School visits including Educational, Cultural, Religious, Further Education, Work	1 day per term

Details of what is to be taught for each subject can be found in the whole school curriculum overview and subject specific overview

Curriculum Development

- This curriculum will be reviewed formally each year against the aims stated above in the curriculum intent
- Senior Leaders, Teachers, Support Staff will complete a formal review while the input of parents or carers, pupils, and other stakeholders such as Local Authority Commissioners will be gathered through surveys

Curriculum Policy

At New Horizon Academy we educate with purpose: to provide our pupils with the tools they need to become independent, achieve economic well-being, contribute to society, and always strive to do their best.

We provide a vibrant environment for the education of children with moderate and severe learning needs who are in the care of New Horizons Care Limited. We will be responsive enough in our teaching approach to consistently meet our pupils needs and prepare them for the ever-changing world

. For this reason, we have drawn up this curriculum policy – to set out:

- how we ensure that our pupils access full-time education.
- our curriculum approach and how we meet the needs of our pupils.
- how our curriculum meets the requirements of the Education (Independent School Standards) Regulations 2014.
- how work is planned.
- how each subject area is taught;?
- how pupils are assessed.
- how progress will be reported to parents or carers.
- how the curriculum:
 - promotes pupils Spiritual, Moral, Social and Cultural development (SMSC)
 - promotes Fundamental British Values
 - contributes to pupils' Character Education
 - develops pupils' Cultural Capital
 - prepares pupils for the opportunities, responsibilities, and experiences of life in British society



How we ensure that our pupils access full-time education

We provide full-time supervised education for pupils of compulsory school going age. This means:

- at least 190 days a year
- 38 weeks a year
- 23 hours/week taught time for Key Stage 3
- 24 hours/week taught time for Key Stage 4

It is sometimes necessary to offer a part-time provision for some pupils when they join our school. Part-time provision will never be less than 12 hours a week. Some of our pupils will be from New Horizon Care residential care homes and some will have been referred to us by the local authority under individual SEND contracts. In either case, sometimes at the point of referral some pupils will have had significant gaps in education and for this reason it is sometimes necessary to gently ease them back into education by following a part-time timetable at the beginning. We will increase their timetable gradually until pupils are attending full-time.

Our curriculum approach and how we meet the needs of our pupils

At New Horizon Academy we cater for pupils aged between 11 and 16 years old. Almost all our pupils have moderate (MLD), and some may also:

- have other special educational needs
- have social, emotional, and mental health needs (SEMH) present challenging behaviour
- have had significant gaps in their education
- have had multiple exclusions from mainstream education
- have suffered various traumas

Academically, our pupils arrive working at various levels of capability ranging from those working significantly below what is expected for their age and those who have exceptional capability.

This is how we meet the needs of our pupils:

- We offer a semi-formal curriculum and a National Curriculum subject-based curriculum designed specifically for pupils with learning difficulties
- Everything we offer on both curricula caters for multiple levels of capability



- We offer a variety of qualifications depending on the capability and interest of each pupil (See table below)

	Pupils working at a higher level in some subjects	Pupils working below age-related expectations	Pupil working significantly below age-related expectations
Core Curriculum (Accredited)	<p>English Language GCSE</p> <p>English Literature GCSE</p> <p>Math GCSE</p> <p>Science GCSE (Synergy - Double Award)</p> <p>Food Preparation and Nutrition GCSE</p> <p>Art GCSE</p> <p>TLM ICT Open Systems and Enterprise Level 1/2</p>	<p>English Entry Level Certificate</p> <p>Math Entry Level Certificate</p> <p>Science Entry Level Certificate (Single and Double Award)</p> <p>TLM ICT Open Systems and Enterprise Entry Level</p> <p>Arts Award Entry Level Award</p>	<p>English – ASDAN Personal Progress</p> <p>Math – ASDAN Personal Progress</p> <p>Science – ASDAN Personal Progress and My Independence</p> <p>ICT – ASDAN Personal Progress / TLM ICT Open Systems and Enterprise Entry Level</p> <p>Arts Award Pre Entry Level Award</p>
Core Curriculum (Non-Accredited)	<p>Religious Education</p> <p>Physical Education</p> <p>PSHE</p>	<p>Religious Education</p> <p>Physical Education</p> <p>PSHE</p> <p>DT Food</p>	<p>Religious Education</p> <p>Physical Education</p> <p>PSHE</p> <p>DT Food</p>

- Due to the needs of our pupils, various teaching approaches will be used to promote engagement and learning. These will be embedded across the curriculum, and they are listed below:
 - Visual Timetables
 - Using I pads
 - Phonics/Reading Intervention Groups
 - Maths Intervention Groups
 - TEACCH
 - Outdoor Learning
 - Play based Interventions
 - THRIVE – 1:1 and small group/class delivery
 - Lego Therapy
- We have a qualified and experienced SENCo in place to coordinate how we plan, implement, and evaluate our provision for pupils who have special educational needs and EHC plans. Our SENCo has input in ensuring that our curriculum reflects how ambitious we are for our pupils and develops systems that make it possible for pupils who have special educational needs to achieve exceptional outcomes. Our SENCo manages the procedure for ensuring EHC plan outcomes are met by breaking them down to smaller termly IEP targets; supporting staff to implement these targets and analysing how well pupils meet the targets. Our SENCo co-ordinates EHC plan reviews and other procedures to ensure pupils are on track to achieve their outcomes. Our SENCo is also responsible for managing our procedures for ensuring that all staff are aware of pupils needs, their targets and the relevant strategies to use to enable them to access learning and make progress.
- We will organise additional specialist training to ensure that all our teaching and support staff are able to support the specific needs presented by various cohorts of pupils
- We work in partnership with professionals and with organisations that provide the additional support needed by our pupils, including SENDIASS; Social Workers; Psychologists; CAMHS; Speech Therapists; emotional & behaviour support and others as needed depending on the cohort of pupils we have at any given time.
- We will work closely with parents and carers by involving them in EHC plan reviews, maintaining good lines of communication, providing them with detailed end of term reports, regularly requesting and acting on their feedback to ensure that our provision is suitable.

- Through our accessibility plan we will ensure that our school premises and the curriculum is accessible for all pupils to ensure that pupils who are disabled or those who have special educational needs are not disadvantaged.
-

How our curriculum meets the requirements of the Education (Independent School Standards) Regulations 2014

Aspect	Subject/Activity
Linguistic	Daily writing, reading and SPaG lesson
Mathematical	Daily Maths lessons, cross curricular links in science, D&T, digital skills etc. Life skills – managing money
Scientific	Weekly Science lessons, trips and experiences linked to science, STEM learning, etc.
Technological	Weekly computer science lesson, weekly Design and technology lessons, ICT lessons (Word, PowerPoint, etc.) Digital media and creative technology, e-safety
Human and Social	Weekly, geography and history lessons, weekly Religious Education lessons, PSHE, RSE, Citizenship, Literature and English, trips and experiences, school council,
Physical	Weekly Physical Education lessons. Promoting healthy eating, outdoor activities, mental health. Life skills – being healthy, cooking healthy meals
Aesthetic and creative	Art and design lessons, music appreciation, literature and creative writing. Trips and experiences, workshops. Cross-curricular links in other subjects

- All subjects are systematically mapped out to ensure knowledge builds progressively from year to year.
- The curriculum is designed to be sequential, with each topic building on prior knowledge and skills.

- Topics chosen reflect the diversity of our city, exposing children to a broad range of perspectives, cultures, and experiences.
- A commitment to inclusivity ensures that the curriculum represents various backgrounds and encourages appreciation of diversity.
- Each subject includes a detailed overview, outlining objectives and learning goals within each topic.
- Subject overviews provide planning resources that can be tailored to meet the needs of each class.
- A medium-term plan is provided for each topic, summarising key elements for each lesson.
- Lesson outlines include recommended resources, key vocabulary, and learning objectives for that topic.
- Each lesson identifies specific:
 - Substantive knowledge (core facts and content) that will be covered.
 - Substantive concepts (big ideas or themes within the subject) are clearly defined for each lesson.
 - Disciplinary knowledge (skills and approaches specific to each subject area) is highlighted, detailing how students will engage critically with content.

This structured approach ensures that our curriculum supports continuity in learning, celebrates diversity, and equips teachers with adaptable, resource-rich plans for effective instruction.

- All subjects and activities are supported by schemes of work and teachers' guides from a variety of high quality and DfE approved resources such as White Rose Maths, Oak Academy, AQA, ASDAN, OCR, etc.
- Staff will regularly work together to identify opportunities for cross curricular development of essential skills such as literacy and numeracy; for SMSC development; for promoting Fundamental British Values and more
- We will gather as much information about our pupils' prior attainment as we can at the point of referral
- In English and Mathematics, we will also conduct a detailed initial and diagnostic assessment of our pupils' capability at the point of referral and get an accurate starting point in Reading Comprehension, Writing, Speaking & listening, Reading age, Number, Measure, Shape and Space, Statistics and Data.
- Pupils will be organised into small groups based on the levels towards which they are working in English and Mathematics and their level of need

- Teachers will use the outcome of the diagnostic assessments to plan work in a way that addresses pupils' common gaps and areas for improvement. They will sequence the delivery of learning activities in a way which ensures that pupils have the knowledge and skills necessary to engage with the topics.
- Where pupils' knowledge gaps are not shared by others 1 to 1 tuition will be planned in addition to group lessons.

How each subject area is to be taught

Linguistic

- Our aim is to develop pupils' reading, speaking, listening, and writing skills to help them become confident communicators.
- English and communication will be taught to all pupils aged 11-16
- Teachers will use a combination of small group sessions and 1 to 1 tutorials
- English and communication will be developed across the curriculum
- Pupils will draw upon a range of texts as reading stimuli and engage with creative as well as real and relevant contexts. Pupils will have opportunities to develop reading and critical thinking skills that encourage enquiry into different topics and themes.
- Pupils will, to varying extents:
 - read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets
 - read and make comparisons between texts, explaining personal preferences where relevant
 - locate and explain information or ideas from texts
 - write effectively and coherently using English appropriately
 - use grammar correctly and punctuate and spell accurately
 - acquire and develop an appropriate vocabulary in writing and spoken language
 - listen to and understand spoken language and use spoken English effectively.
- We will ensure that pupils have access to a wide range of reading material to read for pleasure and to develop their reading skills. Teachers will promote reading by encouraging pupils to read out loud at the beginning of lessons, to read quietly during break and lunchtimes and before lessons start in the morning. Pupils will also be encouraged to join their local libraries and borrow books to read in their free time.
- Phonics and reading interventions will be used systematically to develop reading skills using Read Write Inc. (RWI) Fresh Start. Fresh start is a literacy intervention program

designed for older students who need support in reading and writing. Using a phonics-based approach tailored to their age, the program aims to close literacy gaps by helping students improve their reading fluency, comprehension, and writing skills. It offers structured lessons with engaging, age-appropriate content and is typically delivered in small groups or one-on-one sessions, making it flexible for targeted intervention.

- Through RWI Fresh Start we aim to empower struggling readers to build confidence and achieve literacy skills needed for success across subjects.
- We will also buy reading sets for various reading levels to support the development of pupils reading skills. 1 to 1 tutorials will be used to give individualised support and raise the level of reading across the school.
- Where appropriate we will invite external organisations, such as Talk the Talk to help us develop pupils' oracy so they can become confident communicators
- English Entry Level Certificate, English Language and English Literature GCSE will be offered for pupils who might be working above p levels. For those working at or below p levels, English a ASDAN Personal Progress will be offered.
- Pupils are equipped with the practical skills to get the most out of education, work, and everyday life and to help them function more confidently, effectively, and independently.

Mathematical

- Our aim is to encourage pupils to see that Maths is for everyone. It is diverse, engaging, and essential in equipping them with the right skills to reach their future destination, whatever that may be.
- For some pupils, the focus will be on developing the numeracy skills required to carry out everyday tasks and solve problems. This will be taught through Life Skills as well as through daily numeracy lessons.
- Mathematics will be taught to all pupils aged 11 – 16 using White Rose Maths. White Rose Maths is a teaching resource and curriculum framework designed to support mathematics education from early years through secondary school. It provides a coherent, structured approach that breaks down complex mathematical concepts into small, manageable steps. The framework emphasizes a mastery approach, encouraging deep understanding rather than rote learning, and focuses on problem-solving, reasoning, and fluency.
- We will encourage pupils to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society.
- Pupils will, to varying degrees develop:



- a willingness and ability to work independently and co-operatively
 - an ability to understand mathematical ideas and to communicate them in a variety of modes
 - an appreciation of the ways in which mathematics is used
 - the knowledge, skills and understanding needed to apply a range of mathematical concepts to situations which may arise in their own lives
 - an ability to use mathematics across the curriculum
 - a firm foundation for appropriate further study.
- Teachers will use a combination of small group sessions and 1 to 1 tutorials
 - Math Entry level Certificate and Math GCSE will be offered for pupils who might be working above p levels. For those working at or below p levels, Math – ASDAN Personal Progress will be offered.
 - Pupils are equipped with the practical skills to get the most out of education, work, and everyday life and to help them function more confidently, effectively, and independently.

Scientific

- We aim to stimulate curiosity, interest and enjoyment in science and its methods of enquiry; to develop abilities that are relevant to the study, practice and application of science which are useful in everyday life.
- We deliver an adapted secondary science curriculum tailored to meet the individual needs of our students, ensuring that they engage with scientific topics in meaningful ways.
- Topics are carefully mapped to ensure flexibility and progression, allowing students at different levels to explore the same scientific concepts through activities and materials that match their ability, making science accessible and engaging for all learners.
- A wide variety of high-quality resources are used to enhance lesson delivery, including materials from Oak National Academy, STEM Learning, Twinkl Beyond Science and other reputable educational providers.
- These resources are selected to offer diverse instructional approaches, hands-on activities, and multimedia content, providing teachers with adaptable tools to create inclusive and stimulating science lessons.
- For students preparing to move on to **GCSE Science**, we use **AQA Synergy Science** resources, which are specifically designed to support GCSE standards and expectations.

- The curriculum is mapped to allow **Entry Level Science** to be taught alongside **GCSE Science** where appropriate, ensuring that all students have a clear and supportive pathway, whether they aim for entry-level qualifications or the full GCSE curriculum.
- Teachers will use small group sessions and where necessary 1 to 1 tutorials.
- Even though we do not have a fully functioning laboratory we will source the equipment needed to ensure that pupils experience some practical aspects of science. Where experiments cannot be conducted with the resources available, teachers will source suitable online demonstrations and tutorials they can use in class until our school laboratory is completed.
- Teachers will plan relevant educational visits to enhance pupils understanding of scientific concepts; to observe procedures and to see how certain concepts are used in real life,
- Pupils will be taught to follow safety procedures strictly

Technological

- Our main aim is to ensure that all pupils experience ICT, working with tools and equipment. They will cover content which gives them conceptual familiarity with digital skills and the technology which will be encountered in everyday life
- Most pupils will experience the technological curriculum through use of ICT across the curriculum through photography in art lessons, creating persuasive PowerPoint in writing, researching for a variety of subjects while also accessing it across the curriculum though activities like - working safely with electrical equipment during Life Skills lessons.
- Pupils will also access Discovery Education Coding. This is an online platform that provides coding resources and lessons for primary and secondary students, helping them develop foundational programming skills in a structured and engaging way. It introduces students to key coding concepts such as algorithms, sequences, loops, and variables through interactive lessons and activities. The platform supports a variety of programming languages, starting with **Block Coding** for beginners and progressing to more complex languages like **Python** as students advance.
- The lessons are scaffolded to guide students from basic coding principles to more complex problem-solving and computational thinking.
- The engaging interactive projects allow students to apply their skills by creating games, apps, and animations.
- Comprehensive support materials, including lesson plans, assessment tools, and classroom management resources, are provided to help teachers implement coding lessons effectively
- Teachers will use both small group and 1 to 1 tutorials where necessary

- Other resources will be used in tandem to teach topics such as: Impact of Technology - Collaborating Online Respectfully, Spreadsheets, Computing Systems, Cyber Security, Video Editing, Digital media through sources such as Teach Computing and Oak Academy.

Human and Social

- Pupils will experience the Human and Social curriculum learning by about people, how they live, interact with their environment now and in the past. Most pupils will do this through studying History and Geography.
- Our Geography provision gives pupils the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way.
 - It is focused on the pupils, it is about their place in the world – how they live in it, how it is changing for better and for worse and about their future in it. It is about broadening pupils' horizons, so they get a sense of seeing the bigger picture through social, economic, and environmental lenses.
 - Teachers will deliver small group sessions and 1 to 1 sessions where needed.
 - Teachers will organise educational visits where they will add value to pupils learning giving them opportunities to gather data improve their understanding of processes.
 - Lessons are carefully adapted to meet the diverse learning needs of the children ensuring accessibility to a broad and balanced geography curriculum.

Our history provision helps pupils understand past events and people and their significance to get a better insight into the world around them.

- The study of History provides pupils with the opportunity to develop essential skills of analysis and evaluation, understanding cause and consequence and we aim to cultivate those as fully as possible.
- Teachers hold small group sessions and 1 to 1 sessions where needed.
- Teachers organise educational visits where they will add value to pupils learning giving them opportunities to gather data improve their understanding of historic events.
- Lessons are carefully adapted to meet the diverse learning needs of the children ensuring accessibility to a broad and balanced history curriculum.

Aesthetic and Creative

- Pupils will experience the aesthetic and creative curriculum through weekly Art and Design and Design and Technology lessons.
- In these lessons, pupils will use different materials and processes to communicate what they see, feel, and think. Through Art and Design activities, pupils will explore,



take risks, inquire, play, express, persist, enrich, appreciate, and learn to make informed judgements and aesthetic and practical decisions, as well as learning about the diverse roles of functions of Art, Craft and Design in contemporary life as well as in different times and cultures.

- Children will develop their creativity and technical skills through learning hands-on skills in design, problem-solving, and technology, including the use of tools, digital design software, and sustainable practices.
- We aim to use these lessons to give them opportunities to manage projects effectively, from planning through to evaluation, developing their analytical and critical thinking abilities.
- These lessons will also strengthen collaboration, communication, and presentation skills by giving them opportunities to work on group projects and share ideas.

Personal Social and Health Education

- We offer personal, social, health and economic education for all pupils which incorporates the new statutory guidance for sex, relationships, and health education in England
- Our PSHE provision is informed by the PSHE Association Programme and other relevant sources
- We encourage respect for other people, and ensure that pupils are aware of the protected characteristics set out in the 2010 Act(a)
- Teachers deliver discreet PSHE lessons, and they will also identify opportunities to develop the PSHE offer across the curriculum
- We will invite various organisations and visit relevant centres to support pupils understanding of various aspects of the PSHE offer such as drug awareness, sexual health, mental well-being, financial literacy, and career exploration.

Career Guidance

- We provide access to accurate, up-to-date careers guidance for all our pupils through the curriculum; local authority advisers, and various external sources such as the National Careers Service
- The advice provided enables pupils to make informed choices about a broad range of career options which are not stereotyped and help to encourage pupils to fulfil their potential
- Teachers organise visits from external speakers and plan for pupils to attend relevant external events to help them make informed choices about the future.



- Work Experience and supported internships where relevant contribute to preparing pupils for their chosen destinations after school
- For some of our pupils, due to their needs the focus may be on developing independence, learning independent travel, and preparing for transition to other special education provision

Developing Independence through life skills

- This is an essential part of our curriculum. Pupils experience this through weekly life skills lessons where they learn to cook, shop, manage money and take care of themselves to improve their independence
- To extend what pupils learn, teachers will also organise volunteering opportunities where pupils can practise some of the skills such as vacuuming, laundry and independent travel
- Although lessons and activities will be delivered in groups, each pupil will be required to demonstrate competence in the practical skills.

How work in each subject is assessed

In our curriculum, assessment is integral to supporting each student's learning journey and ensuring they reach their full potential. We use a combination of formative and summative assessments to gauge understanding, track progress, and identify areas for improvement. Formative assessments, including quizzes, class discussions, and peer feedback, provide ongoing insight into student comprehension and allow for timely adjustments in teaching strategies. Summative assessments, such as pre and post tests, projects, and practical assessments, measure cumulative knowledge and skills in line with curriculum goals. Regular feedback is provided to help students reflect on their learning, set personal targets, and build resilience. Our assessment methods are inclusive, transparent, and tailored to meet diverse learning needs, ensuring all students are supported in achieving curriculum objectives.

How we will report progress to parents or carers

- Parents will receive a report about their child's performance at the end of the academic year.
- Reports will focus on progress, effort, level towards which their child is working, exam results
- Teachers will also regularly give parents feedback about how pupils are getting on informally over the phone, via email and ClassDojo
- We will publish a summary of examination results and pupils' outcomes on the school website every year



How the curriculum:

Promotes pupils SMSC development

- SMSC will be developed across the curriculum and through educational visits and other extra- curricular activities
- Examples of how each aspect will be developed are given below
- Spiritual development
- Celebrating different faiths and cultural holidays/celebrations
- Visiting different religious sites e.g., the Gurdwara and local church
- RE curriculum that explores a variety of religions, views and beliefs focusing on the following areas: beliefs and teachings, rituals, ceremonies and lifestyles, how beliefs are expressed, reflection and personal growth and values.

Policy reviewed by Jennie Marinho (Deputy Headteacher) October 2024

Policy next to be reviewed October 2025

