

		Date	Review Date
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Reviewed by	Ryan Goodwin	01/09/2023	01/09/2024

### Legal Status

This is a Statutory Policy that complies with the Education (Independent School Standards) (England) Regulations 2014, enforced January 2015, Part 1: Quality of Education. This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

Policy Applies to: -

- All staff (teaching and non-teaching) and volunteers working within the school

Related Documents: -

- Educational Visits and Off-Site Activities Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Personal, Social, Health and Economic Education Policy
- Special Educational Needs and Disability (SEND) Non-Discrimination Policy
- Spiritual, Moral, Social and Cultural Education Policy
- British Values Policy
- E-Safety Policy
- Assessment Policy
- Statement of Equality

### Availability

This Policy is made available to staff, parents and pupils via the school website or on request, a paper copy may be obtained from the School Office.

### Monitoring and Review

This policy is subject to continuous monitoring, refinement, and audit by the Headteacher/ Curriculum Co-ordinator.

### Our Ethos

*“To provide a warm and friendly educational environment which is complemented by a broad and balanced curriculum that is inclusive, inspiring, develops a love of learning and supports the personal development, emotional wellbeing and physical and mental health of our pupils, enabling them to develop the skills they need to emerge as emotionally secure and resilient young adults.”*

### Policy Statement and Curriculum Rationale

TILT Education adopts the hallmarks of what we feel contributes to an inclusive, accessible, fun and dynamic curriculum, developing the whole persons knowledge, skills, understanding and attitudes. Our curriculum is broad and balanced, enabling clear progression in subject knowledge and skills, enhanced by educational visits and extra curricula activities. Continual curriculum development ensures that we maintain a flexible and responsive approach towards our students needs and interests.

Our pupils study a full curriculum. We ensure this by teaching a full range of subjects. Where relevant, this will be reflected in results from the qualifications obtained and national test results. The extensive qualifications our curriculum allows students to gain will allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study.

The qualifications we offer intend to drive progression and outcomes all the way to level 2. Our Curriculum is well planned and ensures that students of all abilities, including those with special education needs, are able to acquire knowledge and understanding, develop and practise new skills and make progress in a range of areas of learning.

Literacy, Numeracy and Personal and Social Development form the foundations of our curriculum. English and Maths are embedded discreetly in all subjects to re-enforce learning and less discreet Maths and English Skills Builders are taught weekly during our 3 x weekly intervention sessions. We ensure that core subjects are taught in the mornings when our students are more focused. In the afternoon the curriculum becomes more practical and active and includes Learning Strategies, Catering, Team Building, Art, craft, John Muir, PE and Outdoor Pursuits.

### Typical Timetable

Tilt Education Timetable



		9.30-10.15	10.30-11.15	11.15-12.00	12.00-12.15	12.45-1.30	1.30-2.15	2.15-2.30
	Group	P1	P2	P3	Intervention	P4	P5	Reading
Monday	Group 1	Science	FS English	KS4 Personal and Social Development	Maths Intervention BKSB Kahoot WB	Catering Theory & Practical		Love to Read Newspaper
	Group 2	FS English	Science	KS3 Personal and Social Development		Team Building	Enterprise	
Tuesday	Group 1	FS English	IT User Skills	Employability	Maths Intervention BKSB Kahoot WB	Team Building	Enterprise	Love to Read Book/ Magazine
	Group 2	IT User Skills	FS English	Employability		Catering Theory and Practical		
Wednesday	Group 1	FS Maths	Science	History / Citizenship	English Intervention BKSB Kahoot WB	John Muir Award		
	Group 2	Science	FS Maths	Sports Science		Physical Education		
Thursday	Group 1	IT User Skills	IT User Skills	Sports Science	English Intervention BKSB Kahoot WB	Physical Education		Word of the Week/ Reflection
	Group 2	FS Maths	FS Maths	History / Citizenship		Physical Education		
Friday	Group 1	Whole School Assembly		Offsite Activity/ Enrichment				
	Group 2							

## Curriculum Aims

Our aim is to have a high academic/vocational/technical ambition for all pupils supported by a broad curriculum prioritising a strong academic core of subjects to enable our pupils to develop knowledge, understand concepts, acquire skills and build confidence to help our students grow into well-adjusted young adults. Our Curriculum Offer allows our pupils the opportunity to graduate from the school with qualifications which will open up opportunities in further education but also allow them to take part in important PHSE lessons, creative lessons, sports lessons and outdoor pursuits to help them develop important key interpersonal skills focusing on their behaviour, social and emotional needs.

We also aim to raise the aspirations of our pupils and to help them meet the challenges of an ever-changing world. To promote learning, personal growth, independence and responsibility. To develop their communication and social skills and give them the confidence to achieve personal goals and: -

- who are curious and have a thirst for knowledge
- who know how to learn and work independently, to equip them for further/higher education and employment
- who strive to produce their best results at all times
- who is kind, compassionate and tolerant
- who live healthy lifestyles
- who are prepared for the next stage in their lives
- who know how to behave appropriately and are well mannered
- who engage with the curriculum offer by choosing subjects that support pupils' learning and progression, and enable them to work towards achieving their goals

We do this by: -

- Providing a high teacher-pupil ratio throughout the whole school day, typically (1:3) this will increase the level of interaction, automatically generating a more customised learning style that will cater to individual needs.
- Providing a fun, stimulating and challenging learning environment which enables young people to feel respected, safe, secure, valued and happy.
- Reflecting our high expectations through encouraging independent learning and self-discipline.
- Establishing a mutually supportive partnership, in which parents and staff share responsibility for the education of the students.
- Promoting an awareness of, and respect for, a diversity of cultures, values and beliefs and abilities (in all subjects) and by working together to create a caring community of pupils, where everyone feels safe and valued (Please see out Assembly Portfolio, PHSE Subject Rational and SOW, our SMSC and British Value displays and the embedding section in subject specific SOW).
- The delivery of PE and PHSE lessons (Please see subject rational and SOW).
- the delivery of Employability Skills, The Volunteering Award and Citizenship. (Please see Subject Rational and SOW).
- Via our **Positive Behaviour Policy**
- Offering alternative modules to allow for progression in different subject areas

## Curriculum Inclusion

For pupils with high levels of SEND – our curriculum is tailored to the individual via a student pathway approach, but still designed to be ambitious and to meet their needs. Where a student has an EHC Plan or Statement of Special Educational needs, we also make provision to meet the requirements set out in the plan.

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

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

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

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

We recognise that our pupils are individuals and that a ‘a one size fits all’ approach will not work. These qualifications are inclusive and accessible; available from E3 to L2. Lessons will be differentiated, engaging and fun whilst incorporating dedicated resources or support and catering for a range of learning styles. Each course offers a range of modules, where an unplanned module is the best way to engage a pupil or to support a pupil to achieve their future aspirations, provision (where possible) will be made to change the course of study.

Further information can be found in our **Statement of Equality** and in our **SEN policy**

## Our Curriculum – Essential Skills

TILT Education is committed to providing a curriculum that develops the ‘whole person’, knowledge, skills, understanding and attitudes. We do this by embedding a range of experiences and subjects. For example.

- **Linguistic:** These skills are most overtly brought into focus in Functional Skills English Speaking and Listening. The teaching of literacy skills is not, however, confined to this subject and the policy of the school is that teachers will encourage good linguistic and literary standards in all the student work. Linguistic skills are embedded discreetly in all subjects. (As evidenced within our SOW) and less discreetly via our targeted intervention programme (Please see Intervention Rational)
- **Mathematical:** These Skills are taught via Functional Skills Maths (Please see Curriculum Rational and SOW) and is embedded discreetly within different subjects. (As evidenced within subject SOW) and less discreetly via our targeted intervention programme (Please see Intervention Rational)
- **Scientific:** This area is concerned with developing the skills associated with science as a process of enquiry, i.e. observing hypotheses, conducting experiments, and recording their findings. This is taught as a lesson from E3 to L1 as an Award (over 1 year) and Certificate (over 2 years) and discreetly within subjects such as John Muir, ICT and Catering. (As evidenced within our SOW). Our Science Curriculum embeds the principle of sustainability covering topics such as Renewable Energy and encourages the use of expertise beyond the classroom via our education trips.
- **Technological:** Technological skills are taught within IT lessons and include ICT theory, coding, planning and communicating ideas, graphic design, spreadsheets and working with equipment. The IT suite is also utilised in many subjects and often taught cross curricula (As evidenced in SOW)
- **Human and Social:** This area is concerned with people and their environment and how human action, now and in the past, has influenced events and conditions. At TILT Education, Local History, Science (Renewable

Energy), Horticulture, John Muir and Personal Wellbeing (Values and Beliefs) make a strong contribution to this area.

- Physical: The aim in this area is to develop physical fitness and wellbeing through sport as well as physical control and co-ordination. PE is taught as a lesson and embedded into our John Muir SOW Learners also acquire knowledge and understanding of the basic principles of Fitness and Health Via our PHSE Association SOW.
- Aesthetic and Creative: This area is concerned with the process of making, composing and inventing. There are aesthetic and creative aspects to all subjects, but some make a particularly strong contribution, including graphic design and literature. Art is embedded throughout our John Muir SOW and during our themed curriculum week. During the last two weeks of term one our learners' timetable is collapsed and all of our learners work towards completing the OCN Level 1 Enterprise in Craft qualification, which, alongside enterprise activities includes Card Making and Christmas Decoration Making.

This ambitious curriculum will allow our learners to gain a plethora of qualifications, as well as taking part in important PHSE, Wellbeing and Enrichment sessions.

### Subjects Offered

Subject	Level /Certification	Awarding body	GCSE Equivalent
Maths Functional Skills	E1, E2, E3, L1, L2 FS Award E1, E2, E3, L1, L2 Functional Skills	Aim Qualification and Assessment Group Pearson/Edexcel	Entry level 1-3 This is similar to having: 1 GCSE below grade G or level 1
English Functional Skills	E1, E2, E3, L1, L2 Award E1, E2, E3, L1, L2 Functional Skills0	Aim Qualification and Assessment Group Pearson/Edexcel	Level 1 A level 1 qualification is similar to having a GCSE at grades D–G or 1-3.
Science	E3-L1 Award/ Certificate/ Diploma	Aim Qualification and Assessment Group	
It User Skills	E3-L2 Award/ Certificate	Aim Qualification and Assessment Group	
Volunteering (KS4 Age 14-16)	L2 Award	Aim Qualification and Assessment Group	Level 2 A level 2 qualification is similar to having a GCSE at grade A*–C or 4-9.
Enterprise in Craft	L1 Award	Open College Network West Midlands	
John Muir Award	Discovery/Explorer Award	John Muir Trust	
Employability and Development Skills (KS4 Age 14-16)	L1/L2 Award	Aim Qualification and Assessment Group	
Catering Skills	E3/ L1 Award	Aim Qualification and Assessment Group	
Personal & Social Development	E3/ L1 Award/ Extended Award/ Certificate/ Extended Certificate/ Diploma	Aim Qualification and Assessment Group	
Skills for Working in health, Lifestyle and Science Industries (Sports Science)	E3-L1 Award, Extended Award Certificate,	Aim Qualification and Assessment Group	

Citizenship	L1 Award (When completed with local History)	Aim Qualification and Assessment Group	
Local History	L1 Award (When completed with citizenship)	Aim Qualification and Assessment Group	
Short courses and qualifications	Food Hygiene First Aid 121 supported courses (During reading time)	HSQE St Johns Ambulance Centre of Excellence	

<b>Non-Qualification Programme Activity</b>
<ul style="list-style-type: none"> <li>• Enrichment (School Trips)</li> <li>• Careers Advice/ lessons/ visits</li> <li>• Computing</li> <li>• Programming</li> <li>• Multimedia (Animation)</li> <li>• Physical Education</li> </ul>
<b>Non-Qualification Holistic Curriculum Offer</b>
<ul style="list-style-type: none"> <li>• PSHE (via PSHE association and external workshops)</li> <li>• Mindfulness</li> <li>• Spiritual, Moral, Social and Cultural Vocational Experiences</li> <li>• Community and Charitable Programme</li> <li>• Work Experience</li> <li>• Travel Training</li> <li>• Creative studies</li> </ul>

### Curriculum, Teaching and learning

The National Curriculum informs our planning, but we operate a predominately Functional Skills and Personal Development led curriculum. It has been developed to increase each student's knowledge and skills across a broad range of subjects such that they make good progress according to their ability and to instil emotional resilience. The curriculum is constantly under review, taking account of the changes in the needs of our students and of those of our society.

We aim to do this in a fun, exciting, well-resourced environment so that our students become self-motivated, able to think and learn for themselves and enable them to apply their intellectual, physical and creative skills.

Our staff are enthusiastic and have good knowledge of the subject matter being taught. They adopt teaching methods applicable to the students in the group and subject dependent.

Students are taught in mixed age classes with a high teacher/ pupil ratio, and work according to their ability. This ensures that students only progress to the next level when their knowledge and understanding of a subject is sound enabling individual needs to be met and enables teachers to cater for individual needs.

We ensure that no student is discriminated against by taking account of the needs of each student and ensuring that all are treated fairly and equally. We make reasonable adjustments to account for the needs of our students.

We believe that good role models, encouragement, a positive reward system will lead to good behaviour. The Behaviour for Success Policy outlines how best we encourage good behaviour through a series of effective strategies that encourage all the students to behave responsibly both in and out of school.

We understand that students learn in different ways and respond to different types of input (visual, auditory or kinaesthetic) therefore our teachers will deliver teaching in different ways to address the needs of each student.

### Curriculum Planning

Planning is vital to the educational process. It takes account of the range of the aptitudes, needs, skills and prior knowledge within the class. Our staff build on students' prior knowledge of the subjects to ensure that the lesson is taught in an appropriate level, environment and with the appropriate materials available.

We do this by establishing:

- Long Term schemes of work or workbooks for each subject level, indicating what topics are taught in each term and to which group of students. This takes account of the mixed age teaching groups within the school. (These are produced for Functional Skills Maths and English to ensure that pupils can cover all topics needed)
- Medium Term Plans which show clear guidance on the objectives that are set for each topic. (These are produced for our OCN Coursework units)
- Short Term plans that are prepared weekly/daily to set out the objectives for each session and to identify resource and activities for the lessons. (Many of our Assembly lessons are planned at the end of each half term to ensure the needs of our pupils are met and that the topics are relevant)
- Clear and accurate group and individual profiles that inform teaching staff of a student's prior knowledge/ learning need etc.

### Progress and Assessment      **See also Assessment Policy**

Assessments are integral to planning the next steps of learning, and individual progress will be tracked in an abundance of ways as highlighted on the schemes of work. Functional English and Maths BKSB Assessments, Reading Age and Spelling Age assessments take place once every academic term to monitor progress and areas where the young person may need support. Various interventions are then implemented and suitably tailored for individual needs, providing additional opportunities for pupils to succeed.

The school also has a high ratio of teaching staff to pupils and we also have a close working relationship with parents/guardians; both of these factors enable us to know the students well, be able to assess their needs and to plan lessons to take account of each student.

Assessment is on-going and in variety of formats (not exhaustive).

Formative	Written feedback	Verbal feedback	SWANS	Peer/self-assessment	
Summative	Controlled assessment	BKSB Initial Assessment	Diagnostic Assessment	Quizzes	End of topic assessment

The assessment process enables teachers to be able to accurately plan and then deliver appropriate work and also allows us to see each student's progress.

Progress, assessed through a variety of means, is measured on a regular basis, targets set, and lesson plans put in place.

Many of our qualifications are coursework based, teachers will regularly update pupils progress tracker and provide feedback using the SWANS approach (Strengths, weaknesses and next steps)

Informative assessment takes place continuously in the classroom and comprises of: -

- well understood learning objectives, which are shared with the students
- plenaries being used as assessment opportunities
- effective teacher questioning

- observations of learning
- analysing and interpreting evidence of learning to inform future planning
- sensitive and positive feedback to the students

We do this by:

- Weekly in-house interventions
- Half termly 'teacher' based assessments
- Termly online progression testing and diagnostic testing
- Recording test scores and analysing the data

### Our Curriculum – Roles and Responsibilities

The Headteachers/ Proprietors will monitor the effectiveness of this policy, they will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

The Headteachers /Proprietors are also responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for pupils with different abilities and needs, including children with SEN
- Providing good quality accommodation and good quality, appropriate resources
- Setting up Individual Learning Plans (IEP) for those students with SEND
- Maintaining regular communication with the parents/ guardians and the student regarding the IEP

### Other staff

- Other staff will ensure that the school curriculum is implemented in accordance with this policy reviewing each subject area of the curriculum regularly and at least annually
- Ensuring that all abilities are taught the requirements of our curriculum and that lessons have appropriate learning objectives and outcomes
- Monitoring and reviewing school practices which impact upon teaching and learning.
- Monitoring the support that class teachers require



- Using and assessing well – judged and effective teaching methods and managing class time
- Providing differentiated teaching to take account of the most able and those with special educational needs.
- Making reasonable adjustments for students with SEND.
- Implementing the School's behaviour for success policy consistently.  
(See also the Behaviour for success, Special Education Policy and Anti Bullying Policy)
- Communicating with Parents/Carers

We believe that parents and carers have a fundamental role to play in helping students to learn; to this end we do all we can to inform them about how their students are learning and achieving by: -

- Holding Parent/Carer afternoons to explain our school strategies and target setting days.
- Sending termly progress reports and an end of year report to parents/carers, in which we explain the progress made by each student and indicate how the student can progress or improve further.
- Maintaining strong lines of communications with all parents/carers.

#### Monitoring arrangements

The proprietors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through meetings which will review the Curriculum Policy, Curriculum Schemes of Work, Curriculum Rationales and Curriculum overviews

#### SLT

- Termly learning/ classroom walks are carried out by a member of SLT. These are recorded and shared at the following curriculum meeting. Actions are identified via any findings

#### Teaching Staff

Teaching Staff have responsibility for subject SOW, Rationale, Curriculum Overviews and monitoring the way in which resources are stored and managed.