

		Date	Review Date
Written by	Debbie Goode	01/09/2025	01/09/2026
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Legal Status

This is a statutory policy written with reference to:

- Education (Independent School Standards) (England) Regulations 2014, Part 1: Quality of Education
- Academies Act 2010 (broad and balanced curriculum requirements)
- SEND Code of Practice (2014)
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE 2025)

Policy Applies to: -

- All staff (teaching and non-teaching) and volunteers working within TILT Education

Related Documents: -

- Educational Visits and Off-Site Activities Policy
- Behaviour for Success Policy
- Anti-Bullying Policy
- PHSE & RSE Policy
- Special Educational Needs and Disability Policy
- Spiritual, Moral, Social and Cultural Education Policy
- British Values Policy
- E-Safety Policy
- Assessment Policy
- Statement of Equality
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Availability

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

Monitoring and Review

This policy is subject to continuous monitoring, refinement, and audit by the Proprietors who are both the Head of Centre and Headteacher.

Our Ethos

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 pupils 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 pupils 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 and GCSE where appropriate. Our Curriculum is well planned and ensures that pupils 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 foundation of our curriculum. English and Maths are embedded across all subjects to reinforce learning, with targeted English and Maths Skills Builder sessions delivered weekly during intervention time. Core academic subjects are taught in the morning when pupils are typically most focused and ready to learn.

In the afternoon, the curriculum becomes more practical and experiential, providing opportunities for pupils to develop creativity, confidence, teamwork, and resilience. This includes subjects such as Catering, Art, Craft, Media, and Music, alongside the John Muir Award programme, where pupils engage in activities including team building, geocaching, orienteering, den building, archery, forest school, mindfulness, first aid, conservation, hiking, and initiative exercises.

Physical education is an important part of the curriculum and includes activities such as swimming, boxing, gym, football, table tennis, badminton, paddle sports, tri-golf, golf, bowling, and cycling. Pupils also participate in extracurricular academic excursions, including pottery making, escape rooms, museum visits, and gallery visits, alongside reward trips designed to recognise positive engagement and achievement, such as visits to Cadbury World, Water World, tubing, and climbing.

Intent – Implementation – Impact

Intent:

Our curriculum is designed to provide a structured, supportive learning environment where pupils can rebuild confidence in education while developing the core skills needed for future success. Literacy, numeracy, and personal and social development underpin all learning. We aim to equip pupils with the academic knowledge, self-regulation skills, and resilience required to re-engage with education and make positive progress.

Implementation:

English and Maths are embedded across the curriculum, with additional targeted Skills Builder interventions delivered weekly. Core academic subjects are taught in the morning when pupils are most ready to learn. Afternoons focus on practical, experiential learning including catering, creative arts, physical education, outdoor learning through the John Muir Award, and enrichment opportunities such as educational visits and team-building activities.

Impact:

Through this balanced approach, pupils develop improved engagement, stronger core skills, increased confidence, and the personal and social competencies needed to progress successfully in education and beyond.

Typical Timetable

	Group	Form/ 9.30 – 10.05	Period 1	Period 2	Period 3	Period 4	Reflection
			10.05-10.55	11.10- 12.00	12.30 – 1.25	1.25-2.20	2.20-2.30
Monday	1 (KB)	In the News	Science (HR)	Humanities (TB)	John Muir Award (TB) LE, TC		
	2 (TB)		Maths (TB)	ICT (KB)	Art & Enterprise KB (CF)	Media (CF) KB	
	3 (HR)		English (KB)	PSHE (HR)	Interventions HR		
Tuesday	1 (KB)	Reading	PSHE (HR)	Science HR	John Muir Award (TB) LE, TC	Options Sports Science (TB)	DH - Options
	2 (TB)		Humanities (TB)	Maths (TB)	Sports TB (TC)		AS Mentor
	3 (HR)		ICT (CF)	English (KB)	Art & Enterprise (KB) HR		
Wednesday	1 (KB)	Drama and Communication	Maths (TB)	English (KB)	Art & Enterprise (KB) CF	Media (CF)	
	2 (TB)		English (KB)	Interventions (HR)			
	3 (HR)		Science (HR)	Science (HR)	John Muir Award (TB) LE		DH Mentor
Thursday	1 (KB)	Maths Intervention	Maths (TB)	Maths (TB)	Options – H&B (HR)	Options – H&B (KB)	
	2 (TB)		English (KB)	English (KB)	Options – Engineering (TC)		
	3 (HR)		Science (HR)	Science (HR)	Catering (KB) HR		MM Mentor
Friday	1 (KB)	Assembly	Citizenship (KB)	ICT (KB)	Sports (TB) TC LE		
	2 (TC)		Citizenship (TB)	PSHE (HR)	Sports (TB) TC LE		
	3 (HR)		Employability (HR)	Humanities (TB)	Climbing		

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 pupils grow into well-adjusted young adults. Our Curriculum offer allows our pupils the opportunity to graduate from TILT Education 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 (1:2) 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 pupils.
- 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 and adapting the programme via pathways, The Mentoring 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

Curriculum Inclusion

Our curriculum is designed to be inclusive, ambitious, and responsive to the needs of all pupils. We recognise that our pupils have a wide range of special educational needs and educational gaps, and our curriculum is carefully adapted to ensure that every pupil can access meaningful learning and make progress from their individual starting points.

Learning is tailored through an individual pathway progression model approach that reflects each pupil's needs, strengths, and aspirations while maintaining high expectations. Our pupils have Education, Health and Care (EHC) Plans or a Statement of Special Educational Needs, so provision is carefully planned and reviewed to ensure the outcomes and support identified within the plan are met.

In line with the **SEND Code of Practice (2015)** and the Department for Education's **SEND and Alternative Provision Improvement Plan (2023)**, we are committed to delivering inclusive provision that enables our pupils to access a broad and balanced curriculum and develop the knowledge, skills, and independence needed for adulthood.

Teachers maintain high expectations for all pupils and use ongoing assessment to set ambitious targets and plan appropriately challenging learning for all groups, including:

- more able pupils
- pupils with low prior attainment
- pupils from disadvantaged backgrounds
- pupils with SEND
- pupils with English as an Additional Language (EAL)

Teaching is carefully planned to remove barriers to learning and ensure pupils with SEND and/or disabilities can access all areas of the curriculum wherever possible. Staff use adaptive teaching strategies, scaffolding, and reasonable adjustments to support pupils to achieve.

Teachers also take account of the needs of pupils whose first language is not English. Teaching approaches support the development of English language skills while enabling pupils to access learning across the curriculum.

We recognise that every pupil is an individual and that a “one size fits all” approach is not effective. Our qualifications are designed to be inclusive and accessible, with pathways ranging from Entry Level 1 through to Level 2 and GCSE where appropriate. Teaching is differentiated, engaging, and responsive, incorporating targeted support, specialist resources, and a range of teaching approaches to meet different learning needs.

Our curriculum also provides flexibility within courses. Where appropriate, modules may be adapted or adjusted to better engage pupils, support their interests, and help them progress towards their long-term aspirations.

Preparation for Adulthood

Preparation for adulthood is a key priority within our curriculum. In line with the **SEND Code of Practice (2015)**, we support pupils to develop the knowledge, skills, and confidence needed to lead fulfilling and independent lives. This includes developing communication, social interaction, resilience, and decision-making skills alongside academic learning. Pupils are supported to explore future pathways through careers education, a selection of employability and development skills pathways, life skills, and enrichment opportunities that promote independence, community participation, and employability.

Therapeutic and SEMH-Informed Practice

Many of our pupils have social, emotional, and mental health (SEMH) needs that impact their engagement with education. Our approach is therefore underpinned by therapeutic and trauma-informed practice. Staff work to build strong, consistent relationships with pupils and create a safe and predictable learning environment where pupils feel supported and understood. Strategies to support emotional regulation, self-awareness, and positive behaviour are embedded throughout the school day, enabling pupils to develop the skills needed to manage their emotions, engage with learning, and build positive relationships with others.

Targeted group and 121 interventions are embedded into the curriculum and are designed as a high-impact, preventative and developmental provision for learners who experience barriers linked to Social, Emotional and Mental Health (SEMH) needs and wider aspects of personal development.

This intervention is underpinned by a clear and intentional model:

If we...

- Identify individual SEMH, communication, and personal development needs early
- Provide targeted, pre-teaching and relational support in a safe environment
- Explicitly teach emotional literacy, self-regulation, and social communication skills
- Offer opportunities to rehearse, reflect, and apply strategies
- Work closely with families and respond to safeguarding and lived experiences

Then pupils will...

- Develop greater self-awareness and understanding of their needs
- Feel more confident, safe, and prepared to engage in lessons
- Improve their ability to regulate emotions and behaviour
- Communicate more effectively and build positive relationships

Which leads to...

- Increased engagement and participation in learning
- Improved social interaction and wellbeing
- Reduced anxiety and behavioural barriers

Resulting in long-term outcomes...

- Greater independence and self-advocacy
- Readiness for further education, employment, and adult life
- The ability to lead happier, healthier, and more fulfilling lives

Together, these approaches ensure that our curriculum is ambitious, inclusive, and responsive to the complex needs of our pupils. By combining strong foundations in literacy and numeracy with personalised pathways, therapeutic support, and meaningful opportunities for personal development, we enable pupils to re-engage with learning and experience success. Our curriculum is designed not only to support academic progress but also to develop confidence, independence, and resilience. Through high expectations, adaptive teaching, and a supportive environment, we aim to equip pupils with the knowledge, skills, and personal capabilities needed to progress positively into further education, employment, training, and adult life.

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 brought into focus in English lessons. and during positive conversation time during breakfast club travel time. Teachers will encourage good linguistic and literary standards in all the pupil 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 and GCSE Skills Maths lessons (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, Form time, History, Science (Renewable Energy), 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 Pupils also acquire knowledge and understanding of the basic principles of Fitness and Health Via Sports Science, Catering and 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, Art, Enrichment and Enterprise in Craft qualification, activities include Card Making, glass painting, wreath making, bird box and flowerpot making and design

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

Qualification Offer

Subject	Level /Certification	Awarding body	GCSE Equivalent
Maths	E1, E2, E3, L1, L2 FS Award/ Certificate	Aim Qualification and Assessment Group	Entry level 1-3 This is similar to having: 1 GCSE below grade G or level 1 Level 1 A level 1 qualification is similar to having a GCSE at grades D–G or 1-3. Level 2 A level 2 qualification is similar to having a GCSE at grade A*–C or 4-9.
	E1, E2, E3, L1, L2 Functional Skills	Open Awards AQA	
	GCSE Maths		
English	E1, E2, E3, L1, L2 Award	Aim Qualification and Assessment Group	
	E1, E2, E3, L1, L2 Functional Skills	Open Awards AQA	
	GCSE English		
Science	E3-L2 Award/ Certificate/ Diploma	Aim Qualification and Assessment Group	
	GCSE Science	AQA	
IT User Skills	E1-L2 Award/ Certificate	Aim Qualification and Assessment Group	
Mentoring (KS4 Age 14-16)	L2 Award	Aim Qualification and Assessment Group	
Craft and Design	E1-L2 Award/ Certificate	Aim Qualification and Assessment Group	
John Muir Award	Discovery/Explorer Award	John Muir Trust	
Employability and Development Skills (KS4 Age 14-16)	E1-L2 Certificate Pathways <ul style="list-style-type: none"> • Animal Care • Engineering • Childcare • Nails and Beauty • Health and Social Care • Horticulture • Performing Arts • Retail Skills • Carpentry 	Aim Qualification and Assessment Group	
Catering	E1-L2 Award/ Certificate	Aim Qualification and Assessment Group	
Creative Media/ Gaming Design	E3/L2 Award	Aim Qualification and Assessment Group	
Personal Wellbeing	E1-L2 Award/ Extended Award/	Aim Qualification and Assessment Group	

	Certificate/ Extended Certificate/ Diploma		
Skills for Working in health, Lifestyle and Science Industries (Sports Science)	E3-L2 Award/ Extended Award/ Certificate,	Aim Qualification and Assessment Group	
Citizenship	E1-L2 Award (When completed with local History)	Aim Qualification and Assessment Group	
Mind Works	E1-L2 Award (Behaviour Change)	Aim Qualification and Assessment Group	
Short courses and qualifications	First Aid Award (Embedded into the John Muir SOW)	St Johns Ambulance Centre of Excellence	

Non-Qualification Programme Activity
• Humanities
• Enrichment (School Trips)
• Careers Advice/ lessons/ visits
• Programming
• Physical Education
• Travel Training
• Drama and Communication
Non-Qualification Holistic Curriculum Offer
• Mindfulness
• Spiritual, Moral, Social and Cultural Vocational Experiences
• Community and Charitable Programme
• Creative studies
• Lego Therapy
• Stress management
• Diagnosis Awareness
• Sensory diet

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 pupil'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 pupils and of those of our society.

We aim to do this in a fun, exciting, well-resourced environment so that our pupils 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 pupils in the group and subject dependent.

Pupils are taught in mixed age classes with a high teacher/ pupil ratio, and work according to their ability. This ensures that pupils 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 pupil is discriminated against by taking account of the needs of each pupil and ensuring that all are treated fairly and equally. We make reasonable adjustments to account for the needs of our pupils.

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 pupils to behave responsibly both in and out of school.

We understand that pupils 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 pupil.

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 pupils' 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 pupils. This takes account of the mixed age teaching groups within TILT Education.
- Medium Term Plans which show clear guidance on the objectives that are set for each topic.
- 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.
- Clear and accurate group and individual profiles that inform teaching staff of a pupil's prior knowledge/ learning need etc.

Progress and Assessment

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.

Reading, Spelling and Phonics

Upon entry, pupils' reading and spelling ages are assessed using Toe by Toe and Stonehill. Where reading or spelling falls below KS1 expectations, pupils receive targeted phonics intervention through the That Reading Thing programme. This intervention is designed specifically for older learners, supporting literacy development in an age-appropriate and confidence-building way.

Initial Assessments & Diagnostics

Functional English and Maths are assessed through Pass Functional Skills initial and diagnostic assessments each term. These adaptive assessments identify strengths and gaps in learning, enabling staff to design personalised programmes of study and targeted interventions while supporting pupils to become familiar with assessment expectations.

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

Assessment takes place continuously through a range of formative and summative approaches, including observation, questioning, written and verbal feedback, peer and self-assessment, coursework and end-of-topic tasks. Feedback is delivered using the SWANS framework (Strengths, Weaknesses and Next Steps), supporting pupils to understand achievements and identify manageable next steps.

Pupils are encouraged to respond to feedback through green pen reflection, enabling them to edit work, demonstrate improvement and recognise their own progress. This process reinforces a growth mindset and supports pupils in developing confidence as learners.

The high staff-to-pupil ratio at TILT Education and strong relationships with parents and carers enable staff to know pupils exceptionally well. This relational knowledge enhances the accuracy of assessment and ensures learning remains personalised and responsive.

Please see our Assessment, Marking and Feedback policy

Monitoring Progress

Progress is monitored through a combination of coursework evidence, half-termly teacher assessment, weekly interventions and termly diagnostic testing. Assessment information is reviewed alongside qualitative indicators such as engagement, independence and confidence, reflecting our holistic understanding of progress.

Assessment outcomes inform adaptive teaching, intervention planning and curriculum adjustments, ensuring pupils receive timely and appropriate support.

Gifted and Talented

Generally, “gifted” refers to pupils who excel in all areas, while “talented” refers to those with specific abilities (e.g., in sports, art, music, or drama)

1. **Identification Process:** Schools use various methods to identify gifted and talented pupils. These include teacher checklists, subject-specific criteria, scrutiny of pupil work, participation in extracurricular activities, and more
2. **Educational Provision:** Gifted and talented pupils receive educational opportunities both within and beyond the National Curriculum. TILT Education aim to challenge and stretch these pupils .

Monitoring and Evaluation

The quality of teaching, learning, and the curriculum is regularly reviewed to ensure that pupils receive a high-quality, ambitious and inclusive education. Monitoring activities include:

- Half-termly learning walks to review classroom practice, pupil engagement, and the implementation of the curriculum.
- Termly lesson observations to support professional development and ensure high standards of teaching and learning.
- Regular review of enrichment and extension activities, including gathering feedback from pupils and staff to evaluate their impact and ensure they provide meaningful learning opportunities.
- Analysis of pupil outcomes, including comparison with pupils undertaking similar programmes locally and nationally, to ensure our curriculum remains ambitious and effective.
- Book scrutinise and work sampling to evaluate pupil progress, curriculum coverage, and the consistency of teaching expectations across subjects.
- Monitoring progress against EHCP outcomes, ensuring that provision and teaching approaches are effectively supporting pupils to achieve their individual targets and longer-term preparation for adulthood goals.

These monitoring activities inform ongoing curriculum development, staff training, and strategic planning to ensure continuous improvement and the best possible outcomes for all pupils.

Pupil Voice

The term 'pupil voice' refers to ways of listening to the views of pupils and / or involving them in decision making.

At TILT Education we believe that children should be active participants in their own learning; that their opinions should be heard and valued both in school and in the wider community. We actively seek ways to engage pupils and encourage all pupils to make a contribution.

Pupil Voice and Participation at TILT Education

There is a wide range of approaches used across school to support pupils of all ages and abilities to engage in pupil participation and promote pupil voice:

- Peer mentoring
- Pupil contribution to annual review
- 1:1 therapy (for some)
- Pupil led enterprises
- Suggestion boxes
- Pupil assessment of learning
- Consulting pupils on their targets and progress
- Annual pupil feedback is used to adapt and develop the curriculum.

Teaching and Therapy

Bespoke teaching approaches and therapies are a growing part of pupil's education. Where appropriate, pupils are asked to provide input into target setting by identifying their own priorities for improvement and discussing the impact of this work. This allows pupils to work on areas they value and increases motivation.

The Curriculum

Embedded into the curriculum are teaching and learning opportunities where pupils are asked to consider and share their own opinions. They have opportunities to plan their own activities within a topic remit, and to share work with others in a range of different ways. Pupils are encouraged to reflect on their own learning and identify future goals in collaboration with teachers and support staff. They also have opportunities to input and plan for specific tasks and activities, e.g. plan what to cook in catering, what to make in Craft and Design, what to plant in the garden or what 'game, team building activity' to organise.

Whole School Approach to Pupil Involvement

Staff understand the importance in involving pupils in all aspects of their education and learning. Pupil views are valued and time is always given to seeking out and listening to the views of individuals and to taking these views into consideration in any decision-making. Pupils routinely give their own contributions to their annual review meetings and take a central role in transition planning. Opportunities for peer mentoring and support (e.g. young leaders) are provided, as are extra-curricular lunchtime clubs, many of which are run in response to pupils' requests.

Charity events and fundraisers for the school and for local and national charities (e.g. Children in Need) are planned in collaboration with pupils, thus giving them ownership and pride in what they achieve.

TILT Education is committed to the promotion and protection of children's rights in line with the United Nations Conventions on the Rights of the Child. We believe that all children and young people should have opportunities to

express their opinion in matters that affect their lives and strive to ensure that they are provided with learning opportunities that equip them to do so as effectively as possible.

Our Curriculum – Roles and Responsibilities

Headteacher

The Headteacher has overall responsibility for the strategic leadership, implementation, and monitoring of this policy. The Headteacher will ensure that the curriculum remains ambitious, inclusive, and aligned with the aims and ethos of TILT Education.

The Headteacher will:

- Ensure a robust framework is in place for setting curriculum priorities and aspirational targets for all pupils.
- Ensure that TILT Education complies with its funding agreement and statutory requirements, including delivering a broad and balanced curriculum that includes English, mathematics and science.
- Ensure that sufficient curriculum time is allocated to enable pupils to access the full curriculum effectively.
- Ensure that appropriate provision is made for pupils with different abilities and needs, including pupils with Special Educational Needs and Disabilities (SEND).
- Ensure that statutory assessment arrangements are implemented appropriately and used to support pupil progress.
- Lead strategic decision-making regarding the breadth, balance, and development of the curriculum.
- Ensure pupils receive independent and impartial careers guidance, and that this provision is appropriately resourced.
- Ensure that the curriculum reflects the aims and values of TILT Education and supports pupils to achieve positive outcomes.

The Headteacher is also responsible for ensuring that:

- All curriculum subjects have clear aims and objectives and demonstrate how they meet the needs of individual pupils.
- The allocation of teaching time across subjects is sufficient to deliver curriculum expectations.
- Requests to withdraw pupils from elements of the curriculum are managed appropriately and in line with statutory guidance.
- Assessment systems meet all legal and statutory requirements.
- High-quality accommodation, resources and learning environments are provided to support effective teaching and learning.

Head of Centre/ SENCo

The Special Educational Needs Coordinator (SENCo) is responsible for ensuring that the curriculum is inclusive and accessible for all pupils with SEND.

The SENCo will:

- Ensure that Individual Education Plans (IEPs) or Individual Learning Plans (ILPs) are developed, implemented and regularly reviewed for pupils with SEND.

- Work closely with teaching staff to ensure appropriate adaptations, scaffolding and reasonable adjustments are in place.
 - Monitor the progress of pupils with SEND and ensure that provision aligns with EHCP outcomes where applicable.
 - Maintain regular communication with parents/carers and pupils regarding support, targets and progress.
 - Provide advice, training and guidance to staff on effective SEND strategies and inclusive teaching practices.
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Subject Teachers

Subject teachers are responsible for delivering the curriculum effectively and ensuring that learning is engaging, ambitious and responsive to the needs of pupils.

Teachers will:

- Plan and deliver lessons that meet the requirements of the curriculum and support pupil progress.
 - Ensure lessons have clear learning objectives and outcomes.
 - Use effective teaching strategies and assessment methods to support learning.
 - Differentiate and adapt teaching to meet the needs of all pupils, including the most able and those with SEND.
 - Make reasonable adjustments to ensure pupils can access learning.
 - Monitor pupil engagement and progress and adjust teaching accordingly.
 - Implement the Behaviour for Success Policy consistently to maintain a positive learning environment.
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Wellbeing Coordinator

The Wellbeing Coordinator supports pupils' social, emotional and mental health needs to ensure they are able to engage successfully in learning.

The Wellbeing Coordinator will:

- Provide targeted support for pupils experiencing **social, emotional or mental health difficulties**.
 - Work with staff to embed **therapeutic and trauma-informed approaches** within the school day.
 - Support pupils in developing **self-regulation, resilience and positive relationships**.
 - Liaise with families and external agencies where appropriate to ensure **holistic support for pupils**.
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Teaching Assistants

Teaching Assistants play a key role in supporting pupils to access learning and engage positively with the curriculum.

Teaching Assistants will:

- Support pupils during lessons to help them **understand tasks and remain engaged in learning**.
 - Assist teachers in delivering **adapted learning activities and differentiated support**.
 - Help implement strategies outlined in **IEPs/ILPs or EHCPs**.
-

- Support pupils with **organisation, behaviour regulation and engagement**.
- Provide feedback to teachers regarding **pupil progress, engagement and support needs**.

All Staff

All staff share responsibility for ensuring that the curriculum is delivered effectively and in line with this policy.

Staff will:

- Implement the TILT Education curriculum in accordance with this policy.
- Review and evaluate subject provision regularly, **at least annually**, to ensure continued effectiveness.
- Monitor teaching practices and identify areas where additional support or development may be required.
- Use **effective classroom management and teaching strategies** to maximise learning time.
- Contribute to maintaining a **positive, inclusive and supportive learning environment**.

Staff must also adhere to the school's related policies, including:

- **Behaviour for Success Policy**
- **Special Educational Needs Policy**
- **Anti-Bullying Policy**

Communicating with Parents/Carers

We believe that parents and carers have a fundamental role to play in helping pupils to learn; to this end we do all we can to inform them about how their pupils 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 pupil and indicate how the pupil can progress or improve further.
- Maintaining strong lines of communications with all parents/carers.

Monitoring arrangements

The proprietors monitor whether TILT Education 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

Headteacher/ Head of Centre (SENDCo0

- Half termly learning walks/ classroom walks and termly lesson observations are carried out by the Headteacher or Head of Centre 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.