



Curriculum Policy

Written by:	Sally Petcher	Date: 01/03/2026
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Approved by:	
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Version:	2
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1. Curriculum Aims

Our Curriculum Intent – Our 'Why?'

At Esteem South Academy, we recognise that pupils arrive with different experiences of school, different strengths and different starting points. Our curriculum helps them reconnect with learning, build trusting relationships and see what they can achieve.

Our intent is simple. We aim to provide a safe and nurturing learning environment that promotes the holistic development of each pupil. Through tailored experiences and support, we aim to build essential knowledge and skills while fostering positive social, emotional, and mental well-being.

Our primary goal is to re-engage pupils with their education, develop a more positive attitude to learning and equip them with the skills, knowledge, and resilience to succeed in their next steps, whether that be a return to mainstream schooling, moving to specialist provision, or preparing for post-16 opportunities.

Curriculum Implementation – Our 'How?'



Our curriculum is developmental not chronological: it is based on where a young person is in their development, not which year group they are in. Pupils will be assessed on entry in a range of ways, and their work will be tailored to their current stage of academic learning and

SEMH development. For many of our pupils, their personal development and SEMH needs mean that work in this area has to be prioritised, as a vital first pillar in their learning journey. Therefore, we have 'Nurture' at the heart of everything we do. No learner is ready to develop academically if they do not have their basic needs met.

Our curriculum model will also recognise the importance of having a strong academic core: for us, this means focussing on literacy, including spoken language, reading and writing, as one of the primary tools through which all other learning is accessed. Our curriculum provides opportunities for pupils to experience

a range of vocational subjects. This is offered through our personalised curriculum model and aims to provide pupils with a range of practical subjects and possible pathways to post-16 progression.

Our curriculum is designed to empower pupils to overcome challenges, build resilience and reach their full potential, equipping them with the tools needed to thrive academically and emotionally in both school and beyond.

Our curriculum is designed to:

- Re-engage pupils in learning and help them experience success from their individual starting points.
- Build trusting relationships and support pupils' social, emotional and mental health.
- Strengthen essential knowledge and skills in English and maths within a broad curriculum.
- Adapt learning and timetables to pupils' needs, helping them develop confidence and independence.
- Help pupils build positive relationships and make healthy, safe choices.
- Give pupils opportunities to explore their interests and make informed decisions about their next steps.
- Support secondary pupils to work towards meaningful qualifications, including in English and maths, where appropriate.

2. Legislation and Regulation

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow. It also reflects requirements for inclusion and equality as set out in the SEND Code of Practice 2015 and Equality Act 2010. AP academies should include as a minimum in their curriculum offer: maths, English and science. This also complies with our Service Level agreement with Derbyshire County Council.

The Executive Headteacher will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The academy is complying with its funding agreement and is teaching the core skills of English, Maths and science.
- We teach Personal Social Development through timetabled PSHE lessons each week.
- All subjects embed SMSC and British Values
- Suitable provision is made for pupils with different abilities and needs, including children with special educational needs
- The academy 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 Executive Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy 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 and is reviewed by the governing committee

- They manage requests to withdraw children from curriculum subjects, where appropriate the academy's procedures for assessment meet all legal requirements
- The governing committee is fully informed in decision-making processes that relate to the breadth and balance of the curriculum and of target setting
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

All academy staff will ensure that the academy curriculum is implemented in accordance with this policy. The Head of School will establish and lead a curriculum which is relevant, appropriately balanced, aspirational, suitable for the cohort and reflects the vision of the academy as a whole. Phase leads will be responsible for upholding and delivering the curriculum to the above standards. The Head of School will monitor quality of delivery.

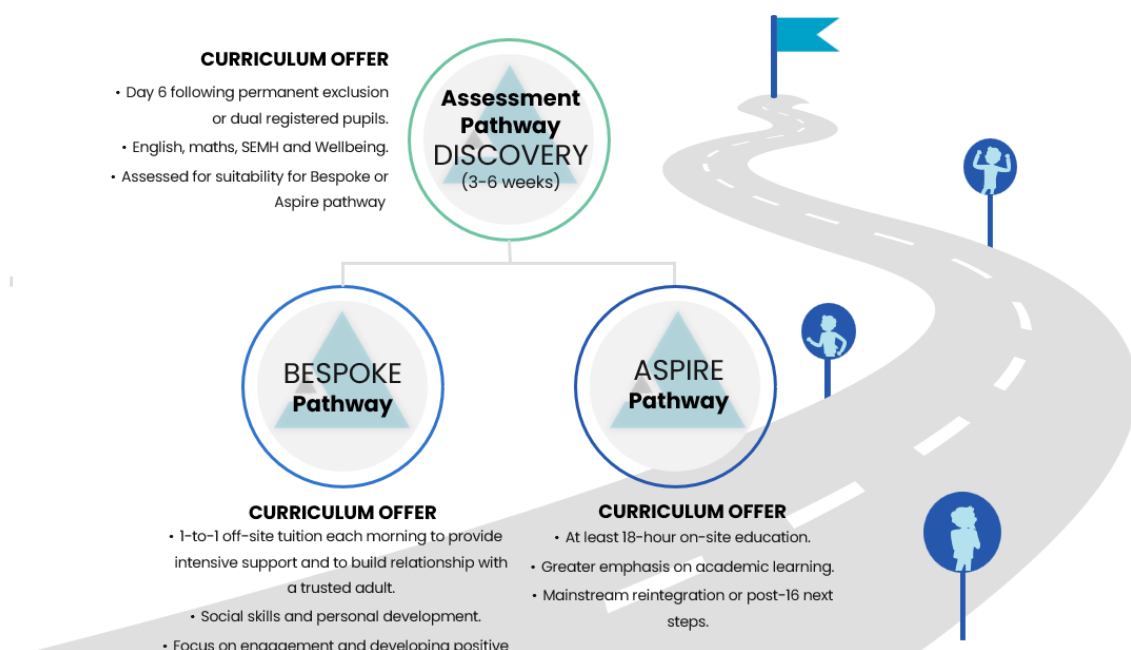
Phase Leads will be appointed, with an associated TLR point, to oversee departmental practice and to ensure that the curriculum—and its delivery—are maintained to a high standard.

We also commission off site Alternative Providers who contribute to our bespoke curriculum offer which broadens opportunities for many pupils allowing vocational experiences and vital skill development, along with personal development skills. Work experience opportunities are also sought to broaden opportunities.

3. Curriculum Design & Content

Our Learning Pathways

On entry each pupil's context will be diagnostically tested to assess their priorities for progress and identify individual needs. At Esteem South Academy, we have three Pathways that challenge our pupils at an appropriate level, allow assessments to take place and progress to be made. There is no limit to the level of progress that each pupil can achieve, however expectations and targets are set in context to individual priorities.



Primary Provision

Primary pupils can be permanently excluded and single registered at our academy or can be at risk of exclusion and dual registered with their mainstream school. All pupils have timetabled lessons to embed our nurture programme as well as academic learning.

We gather background information as to pupils' Nurture needs as they come to roll or are referred for a dual registered place. Our Nurture sessions support pupils' cognitive, social, emotional and mental health development through cycles of the 10 Boxall Profile Developmental Strands (Section One). Each Boxall statement, linked to the cognitive, social, emotional and mental health development strands, is delivered through our Personal Development (PD) curriculum. Statements are drawn directly from the 10 Boxall Section One developmental strands and rephrased in pupil-friendly language. Through carefully planned PD opportunities, pupils revisit and practise these skills, enabling them to consolidate and embed their learning throughout their time with us.

On induction, pupils are assessed against initial Engagement Success Criterion (from the Leuven Scale, research available on request) which supports staff understanding of the pupil. Pupils receive Nurture sessions to support the developmental progress needed in order for pupils to successfully engage with learning. During their time pupils work towards personal targets, based on Boxall Profile assessments, updated every Half Term. This approach enables us to develop secure relationships with our pupils in a calm and trauma-reduced environment where pupils are better able to focus on developing their social and emotional skills amongst staff that are specifically trained to support this.

Following the Nurture principles and guidance, we are able to build feelings of safety, trust, choice, collaboration and empowerment in our pupils. The Nurture curriculum at follows research-based strategies in order to provide pupils with behaviour and connection support as well as re-engaging them with education.

The Primary provision is underpinned by the 6 core principles of Nurture, attachment theory and utilises a trauma-informed approach. Nurture groups are small, structured teaching groups for pupils showing signs of behavioural, social or emotional difficulties, particularly those who are experiencing disruption or distress outside of school. They aim to provide a predictable environment in which pupils can build trusting relationships with adults and gain the skills they need to learn in larger classes. There is an emphasis on the systematic teaching of behavioural and social skills, on learning through play, and on sharing 'family-type' experiences, such as eating food together. This approach enables us to develop secure relationships with our pupils in a calm and trauma-reduced environment where pupils are better able to focus on developing their social and emotional skills amongst staff that are specifically trained to support this.



The collective aim of our Nurture sessions is to enable pupils to make a successful transition back to mainstream education so that they can continue on a successful academic journey moving forward. There is much research to support that Nurture Groups are able to support pupils to make progress both socially and emotionally. As stated in Ofsted's report into Nurture Groups 'Supporting children with challenging behaviour through a Nurture Group approach' "The most common aim for the Nurture Group provision was to give pupils the skills and strategies they needed to enable them to remain in mainstream education both in the short and long term". Nurture Groups aim to provide a safe, comfortable, home-like environment, with clear routines and adults modelling positive relationships, in line with Nurture Group principles. Leaders and staff of all the schools saw a core purpose of the group as supporting pupils to improve

their behavioural, social and emotional skills. They set pupils personal targets and gave them a range of strategies to help them to improve their behaviour."¹

John Bowlby² was the first attachment theorist and describes attachment as 'a lasting psychological connectedness between human beings'. Individuals who are unable to form secure attachments early in life can be impacted negatively later on, as can be observed in their behaviour and social/emotional abilities. Nurture Groups such as ours are based around attachment theory, with the aim to help pupils build healthy and secure attachments and better enable them to be available, sensitive, responsive and accepting.

Our academy takes a trauma-informed approach to supporting our pupils when delivering Nurture. Trauma results from an event, series of events, or a set of circumstances that is experienced by an individual as harmful or life threatening. The experience of trauma can have lasting adverse effects. Trauma-informed practice acknowledges the need to look beyond an individual's presenting behaviour to ask, 'what does this person need?' Further to this, a trauma-informed approach seeks to avoid re-traumatisation and address the barriers that people affected by trauma can experience when accessing a school environment.

¹ from 'Supporting children with challenging behaviour through a nurture group approach', Executive Summary, July 2011, Ofsted

² 'An Introduction to Object Relations', 1997, John Bowlby. For more information about a trauma-informed approach, see 'Childhood Trauma and the Brain', September 2020, UK Trauma Council and other resources

NURTURE GROUP CURRICULUM – BOXALL DEVELOPMENTAL STRANDS & STATEMENTS

INTENT

The 10 Boxall Developmental Strands and subsequent statements are designed to measure the different aspects of children and young people's cognitive, social, emotional and mental health needs which influence how well they are able to learn and function in the classroom. Through regular assessment, these strands can be used to measure progress across the young person's different aspects of development. By identifying issues in these areas of development, personalised support and targets can be implemented for each child, adding to their Pupil Information Pack. This support can assist in addressing these concerns and therefore enable our pupils to make social and emotional progress whilst with us, with the intention of increasing their success and engagement in their academic progress in their mainstream provisions.

A – Gives purposeful attention

- 1 Listens with interest when an adult explains something to the group
- 2 Makes appropriate and purposeful use of the materials/equipment provided by the adult without the need for continuing direct support
- 3 Listens, attends and does what is required when the adult addresses a simple positive request specifically to him/her.
- 4 Is adequately competent and self-reliant in managing basic personal needs.
- 5 Participates in adult led activities.

B – Participates constructively

- 1 Shows awareness of happenings in the natural world, is interested, curious, and genuinely seeks explanations.
- 2 Shows genuine interest when another young person relays a personal experience; pays attention and gains from experience.
- 3 Is reasonably able to prepare for planned tasks, organise required equipment and clear away.

C – Connects up Experiences

- 1 Of his/her own accord, returns to and completes a satisfying activity that has been interrupted.
- 2 Recalls information of relevance to something s/he reads or hears about, makes a constructive link.
- 3 Communicates a simple train of thought with coherence.

D – Shows insightful involvement

- 1 Appreciates a joke or is amused by an incongruous statement or situation.
- 2 Makes constructive and reciprocal friendships which provide companionship.
- 3 Responds to narrative stories with appropriate feeling; can identify text characteristics.
- 4 Shows curiosity and constructive interest when something out of the ordinary happens.

E – Engages cognitively with peers

- 1 Contributes to the course of a co-operative and developing activity with two or more young people and shows some variation in the roles s/he takes.
- 2 Engages in conversation with another young person.

F – Is emotionally secure

- 1 Takes appropriate care of something s/he has made or work s/he has done.
- 2 Looks up and makes eye contact when an adult is nearby addresses them by name.
- 3 Turns to an adult for help, reassurance or acknowledgement, in the expectation that support will be forthcoming.

G – Is biddable and accepts constraints

- 1 Is able to bring to a close an enjoyable activity with the adult, with adequate warning, makes a general request to the group
- 2 Works alongside another young person who is independently occupied, without interfering or causing disturbance.
- 3 Complies with specific verbal prohibitions on his/her personal use of equipment.
- 4 Sits reasonably still without talking or causing disturbance when an adult makes a general request to a group of young people for their attention.

H – Accommodates others

- 1 Makes and accepts normal physical contact with others.
- 2 Gives way to another young person's legitimate need for the equipment s/he is using by sharing it.
- 3 Maintains acceptable behaviour and functions adequately when the day's routine is disturbed.
- 4 Makes an appropriate verbal request to a young person who is in his / her way or has something s/he needs.
- 5 Accommodating to other young people when they show friendly and constructive interest in joining his/her activity or group.

I – Responds constructively to others

- 1 In freely developing group activities s/he constructively adapts to their ideas and suggestions.
- 2 Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help.

J – Maintains internalised standards

- 1 Abides by the rules of an organised group activity. Interacts, co-operates and continues to take part for the full duration of the activity.
- 2 Accepts disappointments.

How pupils access learning in Primary

Our three academic strands describe how pupils access learning and the level of support and challenge they need. Each strand is closely linked to the pupil's pathway. Both are reviewed regularly and can change as the pupil makes progress.



EXPLORERS

Practical foundations

Practical, sensory and play-based experiences build readiness and foundations for learning.



NAVIGATORS

Knowledge and confidence

Practical support and more structured tasks strengthen core knowledge and close gaps.



TRAIL BLAZERS

Challenge and independence

Greater academic challenge encourages independence and personal responsibility.

Explorers

Explorers follow a curriculum rooted in Early Years and foundation-stage principles. Learning focuses on developing the skills needed to engage safely with others, tolerate a learning environment, and build readiness for learning. Teaching is highly practical, play-based and sensory, with core subjects delivered

through tangible, hands-on experiences and carefully introduced demands. Maths, English, Reading, Handwriting, Science, PSHE, and Nurture form the scaffolding of the timetable.

Navigators

Navigators are pupils who may be working several years behind their mainstream peers academically. Their curriculum is designed to address gaps in learning while building confidence, resilience and self-esteem. Teaching incorporates interventions, manipulatives and practical investigations, gradually supporting pupils to develop more structured and formal approaches to learning. Maths, English, Reading, Handwriting, Science, PSHE, and Nurture form the scaffolding of the timetable.

Trail Blazers

Trail Blazers are pupils who have significantly reduced or closed their attainment gaps and are ready to access a more traditional style of learning. The curriculum promotes greater independence, academic challenge and personal responsibility, while maintaining a strong focus on personal development, positive values, boundaries and preparation for future success. Maths, English, Reading, Handwriting, Science, PSHE, and Nurture form the scaffolding of the timetable.

Primary Classes

Our primary provision is organised into different classes, each designed to meet pupils' needs based on age, ability, and social, emotional and mental health (SEMH) profile. This structure ensures that every child is placed in a learning environment where they can experience success, build secure relationships, and make meaningful progress. Within each class pupils can be exposed to any of the three academic stands as explained above.

The different classes allow us to tailor expectations, routines, and curriculum content so that learning is accessible, emotionally safe, and developmentally appropriate for all pupils.

Pupils following the Aspire Pathway may learn via any of the 3 strands.

Mathematics is designed to build confidence, promote success and ensure pupils develop the knowledge and skills they need for a successful transition back into school. We use **White Rose Maths** to provide age-appropriate curriculum content and draw on **Maths Hubs Mastery** principles to develop a deep understanding of mathematical concepts.

Our mathematics curriculum encompasses the key areas of **Number and Place Value, the Four Operations (addition, subtraction, multiplication and division), Fractions, Measurement, Geometry and Statistics**, providing pupils with a broad and balanced mathematical education. Recognising the needs of our learners, we use shorter cycles of learning that allow for wider curriculum coverage, helping pupils access a greater range of topics and reducing gaps in knowledge that may impact their return to mainstream education.

Our curriculum is carefully structured to maintain engagement and momentum, ensuring pupils experience regular success and do not become disengaged through extended whole-class teaching of concepts that they have already mastered or are not yet ready to access. Through ongoing formative assessment, we identify pupils' strengths and next steps in real time. This allows us to provide targeted intervention for those who need additional support while enabling other pupils to deepen their understanding or move on to new concepts when they are ready.

By providing the right level of challenge and support for every learner, we foster positive attitudes towards mathematics, build resilience and develop confident mathematicians who are well prepared for the next stage of their educational journey.

Reading is developed through a structured, personalised approach that enables all pupils to experience success. We use the **Read Write Inc. Phonics** programme to build strong early reading foundations and the **Fresh Start** programme to support older pupils who need additional phonics intervention. Pupils' reading abilities are carefully assessed to identify their individual needs, and we use **Oxford Owl** to provide high-quality, engaging texts that are closely matched to their reading level and interests. By ensuring pupils access appropriate challenge and experience regular success, we aim to build confidence, fluency and a lifelong enjoyment of reading.

Handwriting is approached in a way that recognises the varied needs and starting points of our pupils. We teach letter formation using the approach recommended by **Read Write Inc.**, ensuring pupils develop the correct foundations for fluent and legible handwriting. However, we understand that not all pupils are immediately ready to write, so we place a strong emphasis on developing the **gross and fine motor skills** that underpin successful mark making and handwriting.

Through targeted interventions and engaging practical activities, pupils build confidence in manipulating a range of tools and materials, progressing from early mark making to purposeful pencil control. As their confidence and physical skills develop, pupils begin to form letters, words and simple sentences with increasing independence. Once pupils are secure in these foundations, they are able to fully participate in activities such as **Drawing Club**, where they can combine their growing writing skills with creativity and imagination to produce their own wonderful, word-filled works of art.

English is designed to build confidence, foster creativity and develop a positive relationship with reading and writing. We use **Drawing Club** as a key approach to engage pupils in rich narratives, helping them develop vocabulary, imagination and confidence as writers. Pupils are baselined against age-related expectations from the **National Curriculum**, enabling us to identify individual starting points and celebrate progress from there. Our personalised approach places value on each pupil's strengths and achievements, promoting positive engagement and success in English. Through carefully planned opportunities to explore, discuss and create stories, we aim to reignite a love of literacy, develop transferable communication skills and equip pupils with the confidence they need to succeed as they continue their educational journey.

Science is designed to re-engage pupils and help them rediscover their curiosity about the world around them. While we use **White Rose Science** and **Kapow** to inform our planning and ensure coverage of age-appropriate content, our primary focus is on developing pupils' **Working Scientifically** skills. By prioritising investigative and transferable scientific skills such as questioning, observing, predicting, testing, recording and evaluating, we equip pupils with the knowledge and confidence they need to succeed when they return to their mainstream school or move to a new placement. Topics are carefully matched to pupils' age groups and interests, bringing science to life through practical, hands-on experiences that inspire engagement, build resilience and foster a sense of achievement throughout their scientific journey.

PSHE plays a vital role in supporting pupils' personal development, emotional wellbeing and preparation for life beyond the classroom. We use the **Kapow Primary PSHE** scheme to provide a structured and progressive

curriculum that ensures full coverage of the **statutory Relationships Education and Health Education guidance**, while remaining responsive to the individual needs of our pupils.

Our PSHE curriculum helps pupils develop the knowledge, skills and understanding needed to build positive relationships, manage their emotions, keep themselves safe and make informed decisions. Through engaging and age-appropriate learning experiences, pupils explore key themes including **families and relationships, health and wellbeing, safety and the changing body, citizenship and economic wellbeing**.

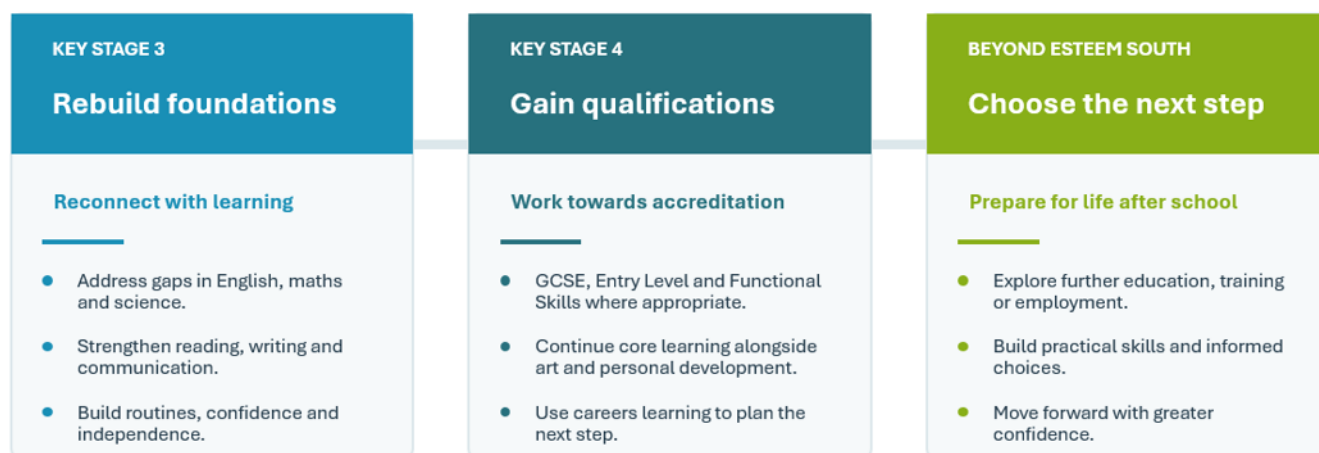
Recognising that many of our pupils may have experienced barriers to learning, we place a strong emphasis on developing self-esteem, resilience, emotional literacy and self-regulation. Learning is delivered in a supportive environment where pupils are encouraged to express their views, reflect on their experiences and develop respect and empathy for others. By combining statutory content with opportunities for discussion, reflection and practical application, we aim to equip pupils with the confidence and life skills they need to thrive in school, within their communities and throughout their future lives.

Secondary Pathways to Success

As our pupils at KS3 and KS4 have either been permanently excluded (Single Registration) or are at risk of exclusion (Dual Registration), the curriculum is adapted to identify and fill the gaps in pupils' learning, whilst making education relevant to their aspirational needs and next life stage.

At KS3 and KS4 the academy's ultimate aim is to re-engage disaffected learners back into education in order that they can meet their future aspirations and become economically contributing members of their community. All pupils require re-engagement back into education and therefore the curriculum at our academy is designed to develop transferable skills so that pupils can be reintegrated back into a mainstream school when appropriate. At Key Stage 3, we rebuild foundations and broaden horizons. At Key Stage 4, pupils work towards meaningful qualifications, including GCSEs, Entry Level qualifications and Functional Skills where appropriate.

A personalised route from re-engagement to qualifications and positive next steps



Our curriculum offers a variety of accredited courses and qualifications, including GCSEs and Functional Skills. Our aim is to ensure that every pupil leaves us with meaningful qualifications that open doors to their future.

How learning happens

Staff get to know each pupil's academic and social and emotional starting points. Teaching is then adapted so that pupils can engage, make progress and take on increasing challenge. Predictable routines, nurture and strong relationships help pupils develop the confidence to participate in learning.

Learning also extends beyond the classroom. Art, physical activity, careers education, vocational experiences and opportunities such as the Duke of Edinburgh's Award help pupils discover strengths and practise skills they will use in later life. Our links to Swadlincote and South Derbyshire help pupils connect what they learn with the possibilities around them.

Our ambition is for pupils to leave Esteem South with stronger foundations in learning, greater belief in themselves and a clearer sense of where they can go next.

All secondary pupils also have a Boxall baseline to enable progress to be measured in their social and emotional development over their time on roll.

At KS3 the academy operates a Blue Year and Green Year delivered on a two-year cycle.

All subjects will have a Long Term Plan for each of Blue Year and Green Year. Each subject will have Schemes of Learning set out in half-termly Medium Term Plans (MTPs).

For more information on how subjects are taught please see the individual Long Term Plans for those subjects on our website. All subjects have a LTP devised by the subject teacher and Curriculum Lead. A LTP is divided into 6 half terms over an academic year. Each half term follows a different topic.

Cultural Capital and SMSC is vital to the success of our pupils to transition to their next stage. Cultural Capital lifelong learning skills and SMSC opportunities are identified in our (MTPs) for all subjects and embedded in lessons.

Planning is essential and the expectation is that all teachers will follow the LTP and then plan for their specific pupil's needs through the MTP documents.

Careers education is embedded into each subject and for each half term there is an identified career focus. Pupils also learn about careers education through our Personal Development curriculum.

To ensure inclusion, teachers set high expectations for all pupils. Teachers are aware of the common challenges faced by our pupils, often in combination:

- Pupils with complex behaviour patterns
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils who require social care support

4. Curriculum & Assessment Frameworks

Primary Curriculum	Primary Provision Assessment Framework
The Creative Arts	
Art & Design	Delivered within Nurture
Food Preparation & Nutrition	Delivered within Nurture
Fitness	Delivered within Nurture
The National Curriculum	
English	Reading Junior Steps & Writing Junior Steps
Phonics	Read Write Inc (plus Phonics Screening)
PSHE	PSHE Junior Steps
Science	Working Scientifically NC statements
Maths	Maths Junior Steps
Oracy	Oracy Junior Steps (for pupils with an identified need)
Personal Development	
Boxall	- Engagement Success Criteria on arrival - Boxall weekly focus
Careers	Focus in planning in the PD curriculum and in subject LTPs
Pastoral Programme	- Daily Tutor Time Programme - Daily Value Points - Reflection Time
Physical fitness	- Swimming - Nurture

KS3 Curriculum	KS3 Assessment Framework
The Creative Arts	
Art & Design	• Art & Design 14 Steps
Food Preparation & Nutrition from January 2027	• Food Preparation & Nutrition 14 Steps • ASDAN Foodwise
Core Curriculum	
English	• English 14 Steps • Edexcel Entry Level 1-3, Functional Skills Level 1, Level 2
Maths	• Maths 14 Steps • Edexcel Entry Level 1-3, Functional Skills Level 1, Level 2
Science	• Science 14 Steps
Personal Development	
PSHE	• Personal Development 14 Steps
The Duke of Edinburgh Award	• The Award – Bronze Level
Social Skills	• Boxall
Pastoral Programme	• Daily Tutor Time Programme • Daily Value Points • Reflection Time
RE	•
Intervention programmes	
English	• Fresh Start (RWI) • Handwriting programme
KS4 Curriculum	KS4 Assessment Framework
The Creative Arts	
Art & Design	• AQA GCSE Art & Design
Food Preparation & Nutrition From January 2027	• AQA GCSE Food Preparation & Nutrition • Highfields Food Safety
Core Curriculum	
English	• Edexcel Entry Level 1-3, Functional Skills Level 1, Level AQA GCSE English Language
Maths	• Edexcel Entry Level 1-3, Functional Skills Level 1, Level AQA GCSE Maths
Science	• AQA GCSE Science
Intervention programmes	
English	• Fresh Start (RWI) • Handwriting programme
Personal Development	
PSHE	• Personal Development 14 Steps
The Duke of Edinburgh Award	• The Award – Bronze Level
Social Skills	• Boxall
Pastoral Programme	• Daily Tutor Time Programme • Daily Value Points • Reflection Time
RE	•

5. Monitoring and Quality Assurance

Governors monitor whether the academy is complying with its funding agreement and teaching a and appropriate curriculum through the academy report 3 times per year and Quality Assurance feedback.

The Head of School monitors the way the curriculum is taught throughout the academy, with the support of the Phase Leaders, by following the academy's quality assurance cycle which involves:

- Regular Curriculum Development Reviews
- Subject development meetings
- Subject Leaders' Group
- Monitoring of LTPs and MTPs
- Work Scrutiny
- Climate walks
- Lesson Observations
- Pupil Questionnaires
- Performance & Wellbeing Check-In meetings
- Appraisal system

6. Related Policies

- Quality Assurance Policy
- Behaviour Policy
- Marking and feedback Policy
- SEND Policy
- Careers Policy
- Work Experience Policy