

Curriculum policy

All-Inspired Ltd



Approved by:	Anita Wilsher	Date: February 2024
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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all young people that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable young people to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support young people' spiritual, moral, social and cultural development
- Promote a positive attitude towards learning
- Ensure equal access to learning for all young people, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all young people
- Equip young people with the knowledge and cultural capital they need to succeed in life
- Provide training choices that support young people' learning and progression, and enable them to work towards achieving their goals
- Provide information on a variety of Qualifications when the young people feel able to progress to this stage.
- Develop young people' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which as a charity and not a business we do not have to teach but will teach many aspects which will be listed later in this document.

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](#), and refers to curriculum-related expectations of Directors boards set out in the Department for [Education's Directors handbook](#)

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Directors board

The directors board will monitor the effectiveness of this policy and hold the directors to account for its implementation.

The board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The business is complying with its funding agreement and training a "broad and balanced training" which includes English, Maths, Science and (subject to providing the right to withdraw) and enough time is provided for young people to cover the requirements of the funding agreement
- Proper provision is made for young people with different abilities and needs, including children with special educational needs (SEND)
- The business implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the VR sessions
- The business will offer a careers provision and is a condition of our funding agreement: Young people from year 8 onwards are provided with independent, impartial careers guidance. The business has a Careers leader (with Careers lead qualification) but not a qualified Careers Advisor.

3.2 Directors

The Directors are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the business chooses to offer, have aims and objectives which reflect the aims of the business and indicate how the needs of individual young people will be met
- The amount of time provided for the sessions and the required elements of the curriculum is adequate and is reviewed by the Directors board
- Where appropriate, the individual needs of some young people are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The business's procedures for assessment meet all legal requirements
- The Directors board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Directors board is advised on whole-business targets in order to make informed decisions
- Proper provision is in place for young people with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the business curriculum is implemented in accordance with this policy.

A.Greenleaf and A.Wilsher are in charge of the VR sessions.

4. Organisation and planning

How the curriculum is organised and delivered in our business.

- Our curriculum approach is a variety of academic, vocational, functional, practical and creative
- Our curriculum is written young people's individual needs.
- Our curriculum covers the following.
 - Careers guidance
 - VR Workplace visits
 - Transferable and Employability skills
- Our curriculum may cover the following when we work within workplace science sessions, and when the subjects come up in pastoral jobs/sessions, but we will expect this to be covered in the young person's main school situation.
 - Relationships and sex education, and health education
 - Spiritual, moral, social, and cultural development
 - British values
- Our Short, medium, and long-term planning expectations are as follows:
 - Short term – for our young people to attend the sessions for the expected amount of time and participate in the training and activities provided.
 - Medium term – for our young people to attend continue to use the website and Careers platform, participate and begin to show aspirations and resilience. To start to make decisions about their future.
 - Long term – For our young people to acquire qualifications and use careers guidance to start on their path to success employment and happy futures.
- The resources that are available to support our curriculum delivery will be:
- VR headsets for students to use within a school classroom
- ICT Laptops/tablets to learn about Careers websites.

5. Inclusion

Our Trainers set high expectations for all young people. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able young people
- Young people with low prior attainment
- Young people from disadvantaged backgrounds
- Young people with SEND
- Young people with English as an additional language (EAL)

Trainers will plan sessions so that young people with SEND and/or disabilities can join in, wherever possible, and ensure that there are no barriers to every pupil achieving.

Trainers will also take account of the needs of young people whose first language is not English. Sessions will be planned so that training opportunities help young people to develop their English, and to support young people to take part in all of the training.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

- The methods, to monitor, in our business, will be – liaising and having visits with Kirklees AP staff, Liaising with the young person's School and the SENDCO. We will write reports on these visits and our directors will visit.

The Directors will monitor the way the training is implemented throughout the business by:

- Planning scrutinies, learning walks, work scrutinies, etc.

The Directors also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the Directors and at every review, the policy will be shared with the full Directors board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEND policy and information report
- Equality information and objectives

INCLUDED IN OUR FILE	DETAILS
<input type="checkbox"/> The rationale for exposing the students to VR workplace visits and the overall purpose, ambition and big ideas	<p>The students are learning about practical academic/vocational subjects which may lead them to a career in the future. It is also teaching life, employability, transferable skills, and problem solving.</p>
<input type="checkbox"/> Plans identifying what is being taught in each year group	<p>The program is designed so that any students between the age of 12-25 will be able to come into the sessions. All will be given a Health and Safety Induction and the taught how to use the VR headsets and Career advice such as (applying and interviewing for jobs, Employability skills.)</p>
<input type="checkbox"/> Subject self-evaluation and review including a summary of the quality of education (intent, implementation and impact) See our article on how to evaluate the effectiveness of your department for more help with this	<p>There will be no written work unless the students wish to build a CV.</p> <p>The students will however have the opportunity to build a Careers Portfolio through our website.</p>
<input type="checkbox"/> Progress and achievement of different groups of pupils, including disadvantaged pupils and any groups of pupils identified as vulnerable <ul style="list-style-type: none"> Progress and achievement of DA,PP,FSM,LAC,SEMH,SEND students. 	<p>The students will get a Careers Portfolio.</p> <p>We will also fill in the Achievement data form attached to this document.</p>
<input type="checkbox"/> Monitoring and action plans, such as one-year and 3-year action plans in the subject, records of monitoring and evaluation activities and links to Gatsby Benchmarks	<p>Please see Action Plans.</p>
<input type="checkbox"/> Details of any links to other priority subject areas, such as a cross-curricular approach to improving literacy	<p>Students will read documentation such as Home/School Agreement. They will sign a contract. All sessions will involve the use of Employability skills and Careers in the Curriculum.</p>

<input type="checkbox"/> A summary of appraisal targets with links to the SIP and Teachers' Standards, detailing focus areas for development. <i>As appraisal documentation is confidential this should only include a summary, and full documents should be stored securely elsewhere</i>	This will be completed when we have completed one year in business.
<input type="checkbox"/> Any continuing professional development (CPD) staff have done during the year in the subject area	All staff will complete: Safeguarding and PREVENT. Health and Safety at work A.Greenleaf, will complete DSL training. A.Greenleaf and A.Wilsher will complete First aid. A.Greenleaf will complete Team teaching training. (positive handling training) All staff will complete training on use of VR. We are hoping to join Smartlog – then staff will all complete – Basic GDPR, COSHH Awareness, DSE users, E-Safety, Fire Awareness, Manual Handling, slips trips and falls in education.
<input type="checkbox"/> An annual financial review and resource bid including, for example, a record of resource and budget planning	See Business Plan and Costing for Business.
<input type="checkbox"/> Risk assessments for use of VR	Attached.