



Esland North Limited

ED0020D - Curriculum



Curriculum Aims

At Esland Daven, students are entitled to a curriculum which contributes to a well-balanced education, developing the abilities and life skills of individual students so that they may become valuable, well-rounded and positive individuals in society. The entitlement is for all students at Esland Daven, in line with our duties under the Equality Act 2010, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. It also ensures due diligence, equality and diversity.

The key drivers for our curriculum are:

- Self-regulation
- Independence
- Social interaction

Esland Daven's objective is to provide an inspirational learning environment where students are encouraged to actively participate in all learning opportunities, where students will enjoy learning, celebrate achievement and recognise the importance of education, and to nurture the qualities that will enable each learner to become confident and competent members of society. These objectives are central to our curriculum, which focuses on students' well-being, learning and preparation for adulthood.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic, vocational and technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further education and employment

These curriculum aims are underpinned by our values:

- **Be kind** - We treat everyone with respect, we are always kind.

- **Be bold** - Be brave, speak up. Be honest and be bold.
- **Be curious** - Curiosity is at the heart of what we do. Be curious.
- **Be fun** - Life at school shouldn't be dull, let's have and be fun.

Roles and Responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also make sure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs and disabilities (SEND)
- All courses that the school provides for pupils below the age of 19 and that lead to qualifications, such as Entry Levels, Functional Skills and GCSEs, have been approved by the Secretary of State
- 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 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Headteacher

The headteacher is 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 and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets, in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including pupils with SEND

Teaching staff

- Deliver the planned curriculum in line with the school's agreed schemes of work, progression frameworks and learning objectives
- Plan engaging, differentiated lessons that meet the needs of all learners, including those with SEND, EAL and more-able pupils
- Use a range of teaching strategies and resources to ensure accessibility, challenge and cultural relevance across the curriculum
- Assess, record and monitor pupil progress through formative and summative assessment methods, using outcomes to inform future planning
- Provide timely feedback that supports progression and helps pupils understand their next steps
- Create a positive learning environment that supports behaviour expectations and enables full access to the curriculum
- Collaborate with colleagues to ensure consistency in curriculum delivery, share best practice and contribute to ongoing curriculum development
- Identify barriers to learning and work with SENDCos, pastoral staff and leaders to ensure appropriate interventions are in place
- Engage with professional development to maintain up-to-date subject knowledge and pedagogical skills

Support staff (for example, teaching assistants)

- Work under the direction of teaching staff to support the delivery of planned lessons and curriculum activities
- Provide targeted support to pupils, including those with SEND, EAL or specific learning needs, to help them access the curriculum effectively
- Assist with differentiation by adapting resources, reinforcing key concepts and supporting small groups or individual learners
- Promote pupils' independence, encouraging them to develop confidence and ownership of their learning
- Support behaviour for learning, reinforcing classroom expectations and contributing to a safe, productive learning environment
- Contribute to assessment information by observing pupils, recording progress and reporting concerns or achievements to the teacher
- Prepare learning materials and resources as required to support curriculum delivery
- Participate in training relevant to their role to ensure they can effectively support curriculum implementation

Clinical staff (for example, speech and language therapists, occupational therapists, mental health practitioners)

- Collaborate with teaching staff to ensure curriculum delivery is aligned with pupils' clinical needs, therapeutic plans and personalised strategies
- Provide specialist assessments that identify barriers to learning related to communication, sensory processing, physical development or emotional and mental health needs
- Develop and share intervention plans or therapy programmes that support access to the curriculum
- Advise on adaptations to teaching approaches, classroom environments and resources to enable full participation
- Deliver targeted clinical interventions, individual or small-group, that enhance pupils' capacity to engage with learning
- Support staff training by providing guidance on relevant therapeutic strategies, communication approaches or medical needs
- Monitor pupil progress in relation to clinical goals and share updates with teachers and leaders to ensure joined-up planning
- Contribute to multi-disciplinary meetings to review pupil needs, discuss progress and plan integrated support
- Promote pupil wellbeing and safety, ensuring that clinical considerations are embedded in daily practice and curriculum access

Organisation and Planning

The school's curriculum is organised to ensure that all subjects are coherently planned, sequenced and delivered in line with the expectations of the National Curriculum. Curriculum planning across all key stages is structured to promote continuity, progression and breadth of learning, while also meeting the individual needs of pupils through differentiated approaches and personalised pathways where appropriate.

Key Stage 2, Key Stage 3 and Key Stage 4

Across KS2, KS3 and KS4, the following subjects are delivered with schemes of work and lesson planning aligned to National Curriculum objectives, ensuring appropriate coverage, challenge and progression:

- Mathematics
- English
- PSHE (Personal, Social, Health and Economic Education)
- Physical Education (PE)
- Science
- Humanities
- Art
- Personal Development, including Forest School and Music
- Vocational Learning, including Hair and Beauty and Barbering

All subjects are planned to ensure skills and knowledge build sequentially, with regular assessment used to inform next steps in learning.

At Key Stage 4, pupils also receive:

- Individualised careers advice
- Work experience opportunities

These elements are planned to support pupils in preparing for future pathways, ensuring they are informed, workplace-ready and supported in understanding post-16 options.

Qualification framework

Across all subjects, pupils at Key Stage 4 work towards a named qualification route. Pupils can be entered for Functional Skills or Entry Level qualifications offered in English and mathematics where this better matches a pupil's starting point and pace of progress, with GCSEs as an option if appropriate. Subject leads review each pupil's likely pathway at the start of Key Stage 4 and keep parents and placing authorities informed of the qualifications a pupil is working towards.

Key Stage 5

At KS5, the curriculum continues to be structured and planned to maintain alignment with National Curriculum expectations for post-16 study, focusing on functional skills, independence, employability and preparation for adulthood.

Subjects include:

- Mathematics
- English
- Preparation for Adulthood, including work experience, college visits and vocational qualifications where applicable
- Personal Development, with a music option offered
- Individualised careers advice

Planning at KS5 emphasises personalised learning pathways, ensuring students receive structured support in developing life skills, exploring future education and training routes, and progressing towards meaningful adulthood outcomes.

Planning expectations

All teachers are expected to produce high-quality, sequenced planning that reflects the National Curriculum and supports clear progression in knowledge and skills. Each subject must be underpinned by an up-to-date scheme of work. Planning must be submitted within agreed deadlines, reviewed regularly and evaluated to inform next steps. Staff are responsible for ensuring that planning remains responsive, inclusive and aligned with whole-school curriculum priorities and statutory expectations.

Inclusion

Teachers set high expectations for all pupils. They will 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 SEND
- Pupils with English as an additional language (EAL)

Special educational needs and disabilities (SEND)

- **Responsibility for engagement:** staff have a duty to ensure all young people are engaged, motivated and supported to succeed in their learning
- **Early identification and support:** when a student begins to struggle or lose motivation, staff must identify this early and adapt teaching methods, support systems and curriculum plans to meet the student's needs
- **Emotional wellbeing first:** emotional stability is prioritised before academic progress. A young person must feel safe, supported and valued to reach their full potential

- **Positive learning experience:** every young person has the right to a happy, positive educational experience. Staff are expected to provide unconditional positive regard and create a nurturing environment for all learners
- **Inclusive curriculum access:** every young person should be able to access the curriculum, regardless of their ability or needs. Lessons are scaffolded and adapted accordingly
- **Promoting independence:** students are encouraged to take responsibility for their learning and develop independence within the school environment
- **Continuous assessment:** progress is continually monitored through internal assessments and, where necessary, by the Clinical Therapy Team or external specialists. Formal EHCP annual review meetings ensure accountability and progress monitoring

Teachers will plan lessons so that pupils with SEND can study these subjects, wherever possible, and they will make sure 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.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report. This information can be found on our school website (www.eslanddavenschool.co.uk).

Monitoring Arrangements

The Senior Leadership Team and subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Book scrutinies

This policy will be reviewed every year by the headteacher. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEND policy and information report
- EDI policy