



**Meadowcroft
School**

Curriculum Policy

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Owner Name	Nicola Browning
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CURRICULUM POLICY

INTRODUCTION

At Meadowcroft school our aim is to provide an excellent education for all our students; our vision is for everyone is to be a 'STAR' (Self-belief, Trust, Aspiration, Respect) which is rooted in a desire to bring out the best in all students and prepare them for success in life. Our curriculum is designed to provide all our students with the core knowledge that is the foundation to STAR success. We aim to develop each young person holistically, so that all Meadowcroft students become active and economically self-sufficient citizens.

At the heart of our curriculum lies a respect for the subjects we teach and for an insight that each provides into the world around us. We teach students how to think, how to evaluate, how to be active beneficiaries of information. We hope that our curriculum enables students to appreciate and participate in the full richness of the human experience.

Our curriculum has been developed to meet the needs of every individual student and has been specifically designed with them in mind, ensuring it aligns with their individualised starting points and personalised flightpaths to support meaningful and targeted progress. It represents the highest standards in educational practice because it uses the 'STAR' as its basis, which was developed with the support of staff at the school. The 'STAR' is based on four key principles, and they are also the principles that guide us at all times within Meadowcroft School:

- **Self-Belief:** We believe all students have the right to learn what is in our full curriculum offer; we have a duty to ensure all students are not provided with a narrowed or marginalised version and to develop their self-belief to comprehend and complete tasks to a good standard.
- **Trust:** We want all students to achieve a full understanding of the knowledge specified in the curriculum for each year. We use rigorous examinations and assessments on demand and constant in-class assessment to judge the progress of our students. Meadowcroft school will only put students through this when we trust the learners are ready, these relations with the learners have to be built on trust.
- **Aspiration:** We won't constantly amend the curriculum offer. Whilst we will make occasional adjustments in the light of feedback and experience, we will aim for stability for all our young people. This will allow teachers to develop expertise and teaching materials to support the curriculum. This in turn will support our students to have the ambition to achieve their learning goals.
- **Respect:** Our curriculum specifies the knowledge that should be taught, provides resources to assist with this and exemplifies successful learning. It leaves the job of bringing knowledge to life, of providing context, humour and memorable classroom moments to our teachers. This is because each of them is individually skilled and learning is, at its best, a personal experience and respect is founded on relationships between teachers and students.

The curriculum embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day. It includes not only the legal requirements of the National Curriculum, but also the wide range of activities that Meadowcroft School provides in order to enrich the experience of our pupils. What our pupils learn from the way they are treated and expected to behave is also part of the curriculum. Meadowcroft School has a clear focus on the personal development and wellbeing of each of our pupils, as well as on their academic progress.

At Meadowcroft School, we aim to teach our pupils how to develop into positive, responsible people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential.

We are continually reviewing and improving the curriculum we offer to our pupils. The curriculum at Meadowcroft School is continually evolving according to the needs of our pupils and to the aspirations of the staff and community.

Our Curriculum Policy Statement

Our school is a learning environment at the heart of its wider community. ***We are committed to the care and development of our pupils, setting, respecting, and expecting high standards in all aspects of school life.*** Our primary aim is to meet the individual needs of our pupils, preparing them for adult and working life in an ever-changing world.

Our curriculum vision is to provide a broad and balanced education that reflects the realities of modern life. Central to this is a ***commitment to personalised starting points and flightpaths*** in each subject area, ensuring that every student's learning journey is meaningful, relevant, and ***tailored to their individual progress***. This personalised approach is reflected in the targeted support and carefully selected resources that closely align with each pupil's flightpath.

We recognise that:

- The pace of change in society is increasing, and the ability to adapt and be flexible is more important than ever.
- Pupils now have, and will continue to have, greater access to information and learning materials beyond the classroom.
- Preparation for adulthood must include readiness for economic participation, requiring practical skills and resilience.
- A curriculum defined solely by subject content does not always equip every young person with the full range of knowledge, skills, and understanding they need for a fulfilling adult life.
- Curriculum delivery should be enriched by a variety of adults beyond the classroom teacher — including support staff, graduates, artists, sports professionals, and individuals from industry and business — to provide a more diverse and engaging learning experience.

Values

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. b

We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the pupils in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We value parents and work in partnership with them to better inform us about their children. Parents are informed about the curriculum through annual school reports and home liaison.

The school believes in a curriculum of opportunity designed to meet the diverse needs of all pupils, including those who are Gifted and Talented within an aspect of their curriculum. Every child will receive appropriate stretch and challenge within each subject area, tailored to their personalised learning pathway and flightpath for the year. This ensures that all pupils, including those with high attainment, are supported to reach their full potential.

Gifted and talented children within our school may be those who are high-attaining across the curriculum or demonstrate exceptional talent in specific areas, such as our vocational offer. For these pupils, appropriate provision will be made that recognises and nurtures their abilities. This provision will be personalised to reflect their individual strengths and will include extension activities integrated into all curriculum lessons.

Additionally, students will benefit from differentiated pathways to ensure they are challenged and supported in line with their specific learning needs and talents

Curriculum Intent

The intent of our school curriculum is:

- To enable all our pupils to understand that they are all successful learners, with each pupil's journey informed by their ***individualised starting points*** and ***personalised flightpaths*** within each subject area.
- To equip our pupils with the skills and attributes needed to be successful learners, recognising their unique learning paths and providing ***personalised support, resources,*** and ***lesson planning*** tailored to their needs.
- To foster the development of each pupil's personality and ensure that their learning is personalised to ***support both academic and emotional growth.***
- To promote a positive attitude towards learning, encouraging pupils to enjoy coming to school and building a solid foundation for lifelong learning.
- To teach the essential skills of literacy, numeracy, and information technology (IT), with support tailored to each pupil's personalised learning pathway.
- To encourage creativity through art, design technology, catering, and horticulture, with ***personalised opportunities*** for students to explore their individual talents.
- To promote the importance of health and well-being, empowering pupils to enjoy sport and live a healthy lifestyle, with personalised guidance to support their development.
- To help pupils understand the world around them, focusing on how their environment and society have changed over time, all while respecting their ***individual starting points*** and learning needs.
- To provide insight into Britain's cultural heritage, ensuring content is accessible and meaningful to every pupil's learning journey.
- To nurture positive citizenship, encouraging students to understand their potential to make a difference, with activities and projects designed around their ***personalised flightpaths.***
- To develop an understanding of and respect for other cultures, broadening their perspectives in alignment with their ***individual learning goals.***

- To foster awareness of their own spiritual development, guiding them to understand right from wrong, while respecting their ***personalised starting points***.
- To teach the importance of truth, fairness, and equality, reinforcing the values of equal opportunity, all while ***personalising learning to meet individual needs***.
- To help our pupils respect themselves, build self-esteem, and work co-operatively with others, within a framework tailored to their personal strengths and development.
- To encourage pupils to take responsibility for their health and well-being, with personalised support and resources designed to meet their needs.
- To inspire pupils to be passionate about their beliefs and develop independent thinking, supported by personalised guidance to ensure they can express themselves.
- To enable pupils to ask questions, take risks, and engage with learning that challenges them in line with their ***personalised flightpath***.
- To develop intellectual and emotional growth, ensuring a balance of academic and personal development that aligns with ***each pupil's unique pathway***.
- To enable pupils to acquire core vocational skills that are transferable to real-world work settings, integrating personalised support to ensure they are prepared for future careers.
- To support pupils in gaining increasing independence and confidence both in school life and the wider community, ***with learning personalised*** to foster their growth at every stage.
- Pre- and post-testing will be used across all subject areas to inform teaching and to ensure that each pupil's learning is personalised, enabling the tracking of progress and identification of areas for further development. Assessment data will directly shape ***individualised learning pathways and flightpaths***, ensuring that every pupil receives the appropriate level of challenge and support to meet their unique potential.

Key Skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

We strive to develop these skills across the curriculum.

Curriculum Implementation

The school is committed to ensuring that ***each pupil's personalised starting points and personalised flightpaths*** are at the core of our curriculum offer. This will be clearly reflected in the planning, resourcing, and delivery of lessons across all subject areas. Teachers will design and implement ***lessons that are tailored to each pupil's unique learning journey***, ensuring that every child receives the right level of challenge and support to reach their full potential.

A range of teaching methods will be used, each closely aligned with the project being used as a stimulus and the skills being developed in the lesson. This will include a mix of whole-class, group, and individual teaching, ***with teaching styles adapted according to the specific needs of the pupils***. In doing so, teachers will ensure that pupils perform in line with their needs and abilities, fostering both engagement and achievement.

The school will also ensure that each pupil's EHCP (Education, Health and Care Plan) outcomes and educational provisions are fully incorporated into both the planning and daily delivery of lessons. ***This personalised approach*** will support pupils in making measurable progress, aligned with their unique educational needs and aspirations.

Additionally, it is an expectation that teachers will provide a summary of the curriculum sequence and delivery, allowing pupils to acquire valuable skills and become masters within subject areas. This process will ensure that all students are equipped with the knowledge and capabilities needed to thrive, with a focus on both academic and personal development.

Curriculum outcomes

Our School's curriculum will:

- fulfil all statutory, framework and National Curriculum requirements.
- lead to qualifications that are useful for both employers and further education.
- enable our pupils to fulfil their potential.
- meet the needs of our pupils of all abilities.
- provide equal access for all our pupils to a full range of learning experiences beyond statutory guidelines.
- prepare our pupils to make informed and appropriate choices at points of transition.
- help our pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include a range of vital characteristics such as breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the school and between phases of education, increasing our pupils' choice during their school career.
- foster teaching styles which offer and encourage a variety of relevant learning opportunities.
- help our pupils to use language and number effectively.
- help our pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help our pupils understand the world in which they live.

- meet the social, emotional and behavioural needs of our pupils
- offers a post-16 curriculum which is not constricted by the curriculum of the school alone but incorporates other schools/colleges which may be in partnership with the school.

Roles and responsibilities

The Head teacher will ensure that:

- the curriculum meets all legal and statutory requirements
- all statutory 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 our pupils will be met. This will include how the subject will be taught and assessed.
- to hold the senior leadership team accountable for the quality of education within the school, ensuring that high standards are consistently maintained across all areas of teaching, learning, and assessment. This will be achieved through regular monitoring, feedback, and evaluation, with a focus on continuous improvement and the attainment of positive educational outcomes for all pupils.
- the amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- where appropriate, the individual needs of some our pupils are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements and our pupils and their parents/carers receive information to show how much progress the our pupils are making and what is required to help them improve.
- that teachers have a good subject knowledge of the subjects they teach, participating within high quality professional development sessions to ensure quality of education is maintained.
- the curriculum prepares our pupils for their chosen career pathway.

The Quality of Education Leadership Team will ensure that:

- they have an oversight of curriculum structure and delivery within the school. They will ensure that the structure is designed to help pupils remember skills over the long term.
- to implement a consistent quality assurance cycle for their subject area, ensuring regular monitoring and evaluation of teaching practices. This will involve holding teachers to account for the effective delivery of lessons, ensuring that all teaching aligns with the school's standards and contributes to high-quality learning outcomes for all students.
- detailed and up-to-date schemes of learning are in place for the delivery of courses.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.
- ensure pupil EHCP and Individual Learning Plans are monitored and reviewed on a regular basis
- there is consistency in assessments

- to complete targeted coaching and monitoring for teachers identified as having areas of development, providing ongoing support to enhance their teaching practice. This will involve regular feedback, professional development opportunities, and collaborative strategies to ensure that all teachers are supported in improving their effectiveness and contributing to the overall success of the school.
- to attend subject network meetings and moderation events regularly, ensuring that assessment and marking practices are aligned with both national standards and group-wide expectations. This will promote consistency in evaluating pupil progress, improve the quality of feedback, and ensure that assessment practices meet the highest standards across the subject area.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of our pupils.
- to use assessment data effectively to personalise the learning journey of each child, tailoring resources, support, and lesson planning to meet their individual needs and progress. This approach will ensure that every pupil receives targeted learning experiences that support their development and help them reach their full potential.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their our pupils and how best to address those needs and engage them.
- present subject matter clearly, with appropriate scaffolding and discussion of the teaching matter.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- actively support our pupils in their progress through the curriculum. Teachers will check pupils' understanding systematically and provide clear, direct feedback to help address any misconceptions through the school's marking policy.
- ensure that resources are relevant to the pupil and clearly support the intent of the topic curriculum.

Impact of the Curriculum:

Acorn Care and Education will receive an annual report from the Head Teacher on:

- the standards reached in each subject compared with appropriate benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of our pupils, subjects, courses and trends over time, compared with appropriate benchmarks.
- the number of our pupils for whom the curriculum was suspended and the arrangements which were made.
- the destination data for school leavers; ensuring pupil voice and aspirations has been embedded into the curriculum.

This policy will be reviewed at least once a year and an assessment made of its implementation and effectiveness. The policy will be promoted and implemented throughout the school.