



Curriculum Policy

Approach Learning

Approved by:	Lana Wild
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1. Aims

Our curriculum aims to:

- *Provide a broad and balanced education for all pupils*

- *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, with high expectations for every pupil and appropriate levels of challenge and support*

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum.

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](#),

3. Roles and responsibilities

3.1 The Management Committee

The Management Committee will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Management Committee will also ensure 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 children with special educational needs (SEND)
- All courses provided for pupils that lead to qualifications, such as GCSEs, are approved by the secretary of state
- The provision 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 (referring school based)

3.2 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 provision chooses to offer, have aims and objectives which reflect the aims of the provision 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 management team.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The provision's procedures for assessment meet all legal requirements
- The Management Committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Management Committee is advised on whole-provision targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

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

4. Organisation and planning

At APPROACH LEARNING core subjects will generally be taught in the mornings. The afternoons will consist of topics based around themes and student interests.

Pupils will usually can study the core subjects – Mathematics, English Language, English Literature, and Science. Upon request from referral schools/councils pupils can follow their subject choices from their referring schools (subject to the referring schools supplying the material to teach)

During the afternoon sessions pupils will have opportunities to access:

- Sex and relationship education (if applicable)
- Spiritual, moral, social and cultural development
- British values
- Careers guidance
- Personal, Social and Health Education

5. 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 SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study the National Curriculum subjects, wherever possible, and ensure 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.

6. Monitoring arrangements

The Headteacher will monitor the way their subject is taught throughout the provision using a range of sources of evidence including:

- Book scrutinies
- Learning Walks
- Lesson Observations
- Pupil voice activities

This policy will be reviewed every 2 years by the Headteacher. At every review, the policy will be shared with the Management Committee