



PARITY EDUCATION  
SERVICES LTD

# Parity Education Services Ltd.

Shaping Futures with Equal  
Opportunities

## Curriculum Policy



<b>Approved by:</b>	Patrick Iberi	<b>Date:</b>	November 2023
<b>Last reviewed on:</b>	November 2023	<b>Next review date:</b>	November 2024

## Contents

1. Curriculum Overview .....	3
2. Curriculum Aims .....	4
3. Curriculum Planning .....	4
4. Curriculum Design .....	4
5. Inclusion .....	6
6. Legislation and guidance .....	6
7. Roles and responsibilities .....	6
8. Monitoring arrangements .....	7
9. Links with other policies .....	7

## 1. Curriculum Overview

- The curriculum at Parity Education and Careers Services Ltd has a clear focus on academic learning combined with an engaging and creative element that is supported by a culture of high expectations for all pupils. Learning is relevant and applicable to life outside of school and to future learning and work opportunities. Learning outcomes are known by pupils, staff, and parents. Pupils' have personalised learning plans and set learning goals based on their individual needs.
- Our main focus is on providing an engaging and challenging curriculum that allows ALL pupils the opportunity to make progress in line with their academic and social potential. The specific **intent** of the curriculum design and content ensures that there is a clear and coherent reason **WHY** we are delivering what we are. Every aspect of our curriculum is tailored to the interests and needs of the individuals and is linked to short and long-term objectives, which are shared and understood by pupils. A blend of essential core skills in Maths, English & Science are complemented by acquisition of employability and life skills, behaviour mentoring and access to careers guidance and student personal development.
- The curriculum is underpinned by a programme of personal development that focuses on communication and interaction skills, cognition and learning skills, personal, social, behavioural and emotional skills and British values. This is delivered by skilled staff who know their pupils and any additional needs such as SEND, SEMH or those with an EHCP. Intervention, support and additional experiences are used based on individual need and are designed to build confidence and self-esteem.
- This quality diet of a broad, balanced, and individual curriculum gives learners the best opportunity to progress their skills, knowledge and outcomes. The curriculum is **implemented** by dedicated professionals who are skilled and experienced in their specific area of delivery. We offer both outreach and online tuition sessions designed around not more than 10 students in a class. In many cases, we get referrals for 1:1 tuition to allow for a more bespoke 1-1 programme. Lesson times are designed to be shorter to increase the engagement of learners; where pupils are not spending lengthy times working on the same subject, which can often be a challenge.
- When the intent and implementation is well designed and delivered, the **impact** is that learners have the greatest opportunity to gain a fulfilling and successful education here at Parity Education and Careers Services Ltd. In addition to grades, percentages and certificates, progress can be measured by a variety of means. Simply improving skills and knowledge in a subject or being able to remember more information demonstrates progress and achievement. Increased attendance, improved behaviour and a positive physical and mental health and well-being, are all progress measures that we will aim to improve.
- Measuring success – this will be link to our assessment policy. Assessment will be based on areas of Learning and Conduct & Emotional benchmarks. Periodic reporting will take place so that school leaders can see trends in progress and intervene to provide extra support where needed. Reports are shared with home schools and parents/carers/professional services. Pupils who have an Education, Health and Care Plan (EHCP) will have specific targets and outcomes that are measurable to ensure that we meet the individual needs of all learners.

The Lead Tutor will quality assure teaching via lesson drop-ins, learning walks, work scrutiny, internal verification of pupil's work and utilise pupil voice where necessary.

## **2. Curriculum Aims**

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/technical ambition for all pupils that take into account age, aptitude and needs of 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.
- Provide a broad curriculum prioritising the personal interests and needs of pupils.
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.

## **3. Curriculum Planning**

In planning the curriculum and putting this policy into practice, Parity Education and Careers Services Ltd aims to ensure that:

- Lessons are challenging and have pace, rigour and direction for each of the pupils.
- A range of relevant teaching styles are employed to ensure that we meet pupil's individual needs.

- On-going assessment informs planning.
- Pupil's learning progresses smoothly through the school and prepares them for life beyond school. It is the teacher's role within the school, through implementing the school's curriculum policies and practices, to ensure that they provide a variety of relevant experiences for pupils in the classroom that serve to develop knowledge, skills and understanding and enable children to value themselves as learners.

### **Effective differentiation and ability to stretch and challenge to ensure all pupils are challenged.**

**Ks3 Tuition:** Year 7-9 pupils are taught the UK National curriculum with great emphasis on Maths, English, Science and Enrichments focusing on personal development. There is an opportunity to benefit from specialist guidance in choosing GCSE subject options for year 9 students.

**Ks4 Tuition:** Year 10-11 students are taught the full complement of the GCSE course with more sessions dedicated to the core Ebacc subjects (Maths, English, Science, Geography/History and Languages). Students who are at the cusp of completing Ks4 phase of education are too often uncertain about their next steps hence our curriculum also focuses on sessions involving Post-16 pathways encompassing a range of options available to students as they transition from secondary education into further education, training, or employment. Students are able to fully access our CEIAG provision to help them navigate these pathways effectively.

**Functional Skills in Maths and English:** All pupils will commence the FS courses in Maths and English. Through a detailed assessment plan pupils will have the opportunity to sit initial assessments in the first few weeks of their studies. Following examinations, tutors may opt to enter a pupil on to a maths and/or English GCSE accelerated pathway. Should pupils show potential to achieve above a GCSE L4 they will be entered on to this programme. The GCSE accelerated pathway will include additional tutoring sessions and 1-1 teaching that will allow pupils to enter a GCSE examination. Pupils would be entered for and sit GCSE examinations through their home school. This process would involve home schools throughout.

#### 4. Curriculum Design

Our curriculum is fundamentally designed around the following model timetable:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.15	Registration/Tutorial	Registration/Tutorial	Registration/Tutorial	Registration/Tutorial	Registration/Tutorial
9.15-10.00	Maths	English	Maths	English	PSHE
10.00-10.45	Maths	English	Maths	English	MFL
10.45-11.00	BREAK	BREAK	BREAK	BREAK	BREAK
11.00-11.45	Science	Science	Science	Science	Science
11.45-12.30	Humanities (Geography/History)	Humanities (Geography/History)	Humanities (Geography/History)	Humanities (Geography/History)	Humanities (Geography/History)
12.30-1.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1.00-1.45	PD/Careers Enrichment	PD/Careers Enrichment	PD/Careers Enrichment	PSHE	ICT
1.45-2.30	PSHE	PSHE	MFL	ICT	PD/Careers Enrichment
2.30-2.45	Tutorial/Dismissal	Tutorial/Dismissal	Tutorial/Dismissal	Tutorial/Dismissal	Tutorial/Dismissal

Core subjects of functional skills in English and Maths are offered over 2 days each week. All pupils will access these as part of their core curriculum. These will be offered with ICT, science, PD and languages as part of their full-time offer. These subjects may be complemented by a range of vocational subjects and will be offered in addition to this. Schools and pupils will be offered a range of option subjects in the afternoons. Friday afternoons will consist of enrichment activities designed to provide pupils with opportunities to further enhance the offer and experiences available to them.

Personal Development (PD) will form a core thread through the curriculum model where spiritual, moral, social and cultural development will form a significant contribution to a pupil's learning and development. Sex and relationships will be delivered through PD sessions.

Parity Education and Careers Services Ltd has links to external agencies, partners and community organisations and act as a safety net of pastoral support including counselling and mentoring. A wide range of emotional support is available for pupils to enable them to manage their anxieties and develop skills to express their feelings constructively. These partnerships with a wide range of agencies help provide social, emotional, educational and practical support for pupils and their families. Progression to Post-16. Parity Education and Careers Services Ltd will offer careers guidance for pupils and will actively look to link with any external providers that are able to offer opportunities for enrichment visits, talks and experiences.

### **Individuality and flexibility within the school and curriculum.**

Education and Careers Services Ltd is focused on meeting the very individual needs of pupils, families and schools. These needs are varying and often complex and challenging, where the idea of a settled educational framework and environment is increasingly hard to achieve. Education and Careers Services Ltd understands these challenges and works hard to make sure that all pupils are treated as individuals and as a result, the curriculum design may alter to meet the needs and interests of such individuality.

The curriculum, including design and implementation, is adaptable based on the following needs:

1. How many days pupils attend. Not all pupils will attend for 5 days. Not all pupils will attend for a prolonged period of time. A pupil's EHCP will determine how extra support and provision is needed to meet the requirements of the National Curriculum. Where a pupil only attends for part of the week, Parity Education and Careers Services Ltd will work with home schools to ensure they are clear about what content is covered and what content is needed to be delivered at home school.
2. Intended outcomes for origin schools and how Parity Education and Careers Services Ltd fits into these.
3. SEMH, SEND, EHCP needs or any other barriers to learning.

All pupils will undergo a comprehensive admissions, induction and initial assessment procedure to ensure that the curriculum intent and implementation successfully meets their needs to increase all potential outcomes.

### **5. Inclusion**

Providing an inclusive environment and curriculum is pivotal at Parity Education and Careers Services Ltd. 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)



Teachers will plan lessons to 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.

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

## **6. Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#). 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 governing boards set out in the Department for Education's [Governance Handbook](#).

## **7. Roles and responsibilities**

### **Head of Education**

The Head of Education (Patrick Iberi) 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. Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum. Parity Education and Careers Services Ltd manages requests to withdraw pupils from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements.  
Proper provision is in place for pupils with different abilities and needs, including children with SEND.

## **8. Monitoring arrangements**

The Head of Education (Patrick Iberi) monitors whether the school is complying with its agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through continuous QA processes. Head of Education and Lead Tutor monitor the way their subject is taught throughout the school by:

Work scrutinies

Learning walks and continuous monitoring.

Ongoing CPL

Lead Tutor has responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Head of Education and Lead Tutor.

## **9. Links with other policies**

This policy links to the following policies and procedures:

Assessment and Reporting policy

SEND policy

QA Policy