Liberty Academy Trust
Curriculum Policy

Date	September 2026
Written By	CEO Director of Education
Review Date	September 2027

Contents

Liberty Academy Trust Curriculum Policy 1

1. Liberty Purpose, Vision and Values 3
2. Equality, Diversity, Inclusion and Belonging (EDIB) 3
3. What do we mean by Knowledge? 4
4. The Importance of the Curriculum 5
5. The Aim of the Liberty Curriculum 7
6. Domains of the Curriculum 9
7. Expectations of Academies 11
8. Monitoring and Evaluation of the Curriculum 13
9. Professional Development 13
10. LAT Curriculum Strategy and Development 14
11. Resources 14
12. Digital Technology and PedTech 15
13. An Anti- racist curriculum 16

Appendix 1: Trust Curriculum Model 17

Appendix 2: LAT KS4 Pathways 18

Appendix 3: LAT KS5 Pathways 20

Appendix 4: Example of a Curriculum Sequencing Map 21

Appendix 5: Example of a Medium-Term Plan 22

Appendix 6: Overview of the Curriculum Domains 23

Glossary 24

References 25

1. Liberty Purpose, Vision and Values

1.1. Underwritten through the Articles of Association, our core purpose is to *"advance education for the public benefit"* and we do this through our vision and values statement aim **to deliver an exceptional education for our children that meets their needs, aspirations, and interests, and which prepares them well for adulthood. Doing this through the core values of courage; determination; and teamwork**.

1.2. These values are applicable to staff and pupils alike.

1.3. At a pupil level, the values illustrate the high expectations we have:

Courage



We are willing to try new things and work to the best of our ability – even when things are difficult.

#ChallengeWelcome

Determination



We never give up and are always ready.

#NeverGiveUp

Teamwork



We work with others to share ideas, offer support and provide solutions to problems.

#BetterTogether

1.4. Our strategic foundations underpin everything we do; they drive improvement towards excellence and inform performance management and target setting:

- Leading through accountability and moral responsibility;
- Driving excellence in education for autistic children and young people; and
- Supporting resilience and well-being.

2. Equality, Diversity, Inclusion and Belonging (EDIB)

2.1. All staff in our Trust are committed to promoting Equality, Diversity, Inclusion and Belonging. Staff should actively promote fairness, representation and Inclusive practices in how the curriculum is constructed and delivered. This will include careful selection of resources, ensuring they are culturally diverse, respectful, representative and free from cultural bias. Implementation should enable the curriculum to be accessible to all and accommodate different learning styles and needs. There will be an ongoing cycle of evaluation and evolution of the LAT curriculum to ensure it promotes Equality, Diversity, Inclusion and Belonging.

3. What do we mean by Knowledge?

3.1. The *Theory of Knowledge*, or epistemology, has been of deep philosophical interest for centuries, with philosophers such as Aristotle; Descartes; Kant; and Locke, exploring what we mean by knowledge, how we can achieve certainty in what we know, and how we can move from a state of personal opinion to a confirmation of fact.

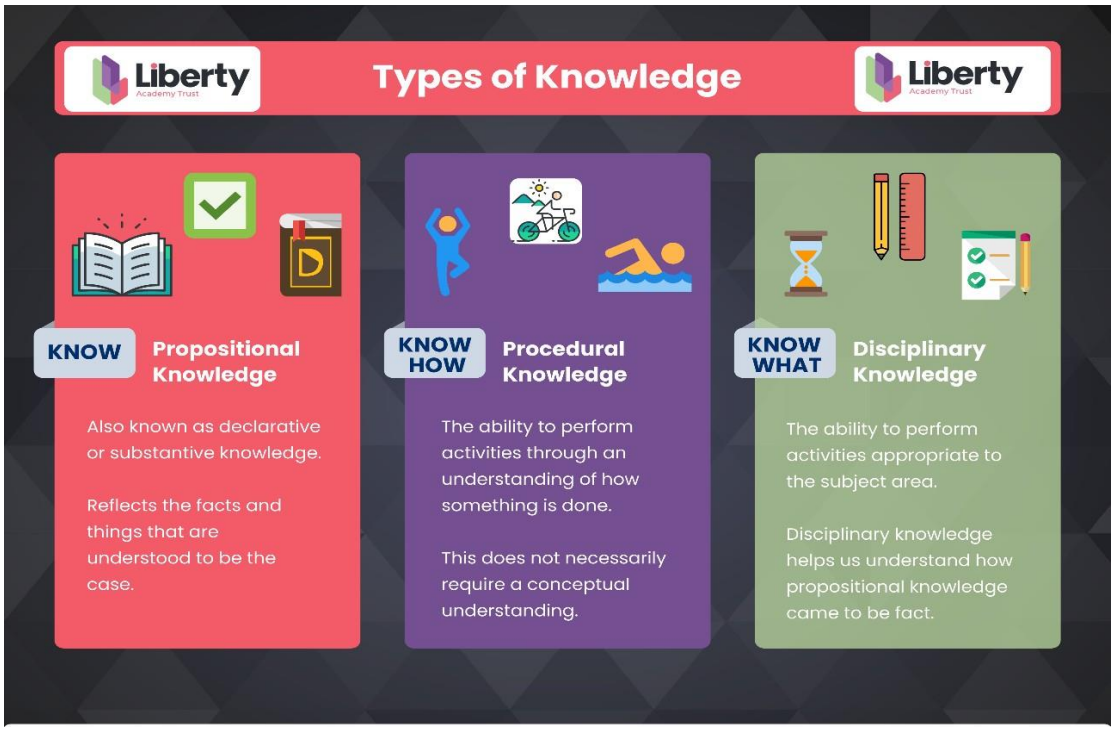
3.2. From an educational perspective, knowledge is understood to be the process and outcome of *coming to know* and can be derived from propositional, procedural, public and personal knowledge. We assert that the development and deepening of knowledge to be the central tenet of education.

3.3. We largely accept *facts* to be an example of learnable knowledge, in that they can be proven to be objectively true. We call this substantive or propositional knowledge and knowledge of this nature is of a '*knowing that…*' factive construction.

3.4. In addition, particularly in the practical application of knowledge, we accept the need for disciplinary knowledge – that which pertains to a specific area. Such that the disciplinary knowledge of a geographer would require knowledge of how to read maps, or the disciplinary knowledge of a scientist would require knowledge of how to hypothesise and analyse questions and experiments.

3.5. However, we also develop in our pupils the ability to apply procedural knowledge which allows for activities to be performed. This does not necessarily require any conceptual understanding and is often referred to as 'skills'.

3.6. In summary then, there are three main areas of knowledge that we seek to develop in our pupils:



4. The Importance of the Curriculum

4.1. In the pursuit of knowledge, as the core purpose of education, the curriculum on offer to all pupils is of central importance. However, there is often much misunderstanding as to what the curriculum actually is.

4.2. To be clear, it is not a scheme of work, it is not a series of learning objectives, and it is not assessment objectives – all of these things *contribute* to the delivery and impact, but the curriculum is the over-arching structure and content of learning over a significant period of time, which reflects that which we think is essential for our pupils to learn and know as they progress through school. A 'good' education is one whereby all pupils can develop and grow in their knowledge and understanding, so that they become learned and valuable members of society. (Crossley and Hewitt, 2021, p. 35)

4.3. Traditional curriculum models do not always consider how learners with additional needs will access the full content, sometimes leading to a reduced offer lacking the depth and breadth required. For Gary Mesibov, there are two aspects to entitlement: first there is the individual, who has an entitlement to a broad, balanced and meaningful education; second, there is autism, and the consequent brain differences and individual learning needs. (2016, p. 14) Debra Kidd suggests that the curriculum acts as a vehicle for building what it is children need to know, but also as a tool with which they can better shape their school experience, their relationships with others and the future world they will inhabit. (2020, p. 6)

4.4. Pupils attend school for a short period of their lives and there is an enormous amount of knowledge that can be taught and learnt; the curriculum is therefore what you as an educated individual and teacher or senior leader have identified as the essential foundations that will well equip the pupils in your class and school for learning within and beyond the classroom.

4.5. To articulate this well necessarily requires you to explain the rationale for your choice and the reasons you have structured or sequenced the learning in the way you have. The knowledge we want them to leave with must be constructed over time, with strands, components, and progressions, with exercises to build ability, and developing knowledge that can be successively built on throughout the journey. Curriculum, then, is knowledge structure over time. (Christine Counsell in Ashbee, 2022, p.14)

4.6. As Ruth Ashee asserts, any meaningful work on curriculum must necessarily have subject specialism at its heart (2021, p.3) and so it is important for every school to have subject experts who can drive on-going conversations over time, for knowledge is not fixed and the same is true of curriculum. (Ibid, p.13)

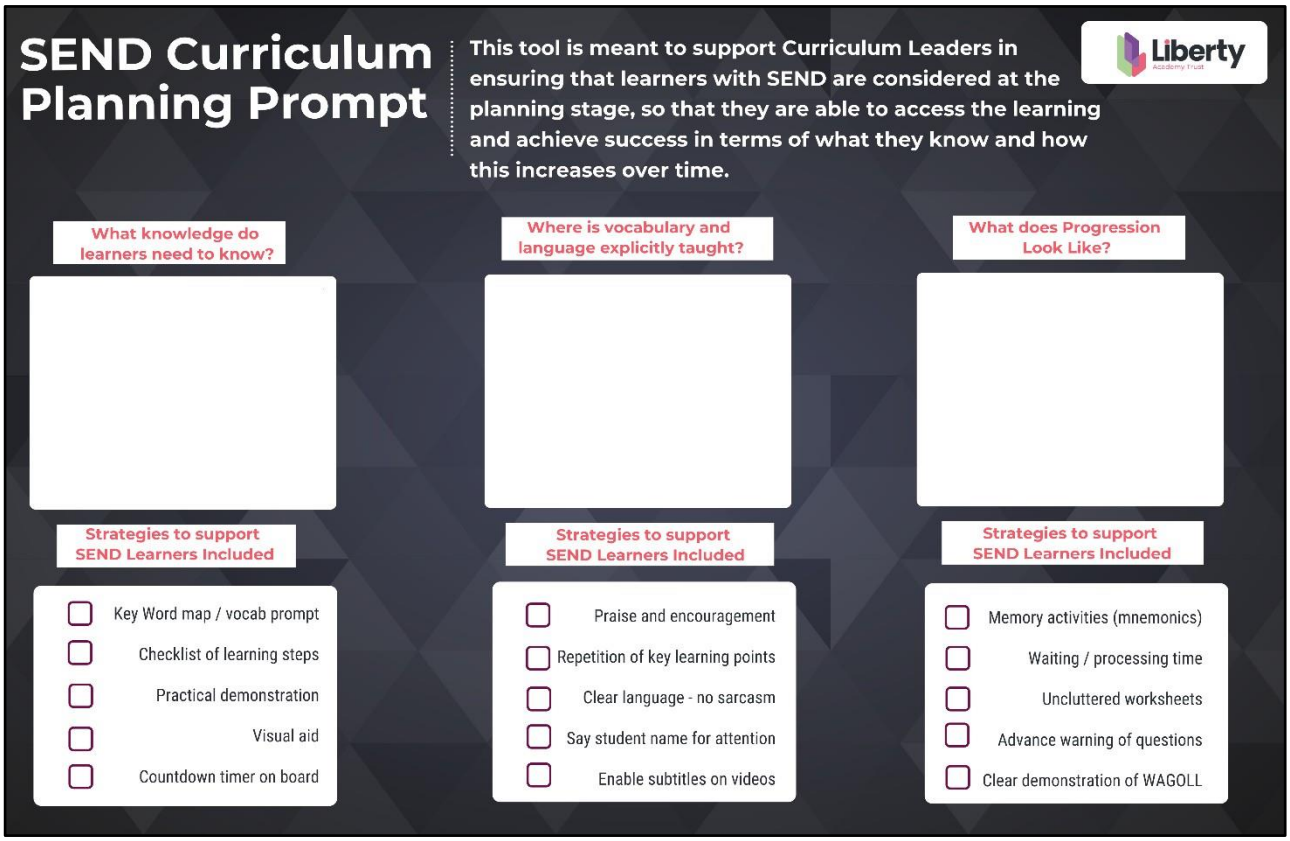
4.7. When thinking about curriculum planning for all learners, including those who are autistic, it is therefore helpful to 'start at the end and work backwards'. In other words, what do our pupils need to know that will support learning through life and how do we ensure we cover all that essential knowledge throughout the months and years they are under our tutorage? What knowledge do they need and how will we sequence this to ensure that they are able to access, engage and retain that which is imparted; and how do these link to the wider goals of education and learning for life?

4.8. Ultimately, choices that are made around curriculum development have the power to engage and include or disengage and exclude. (Crossley and Hewitt,

2021, p. 33)

4.9. The infographic below offers a stimulus for discussion to support whole-school or departmental / phase-specific thinking about the knowledge our learners need to know for a topic, a module or subject area and what it is we *want* them to know. It requires a consideration of where the opportunities for explicit teaching of vocabulary are and therefore prompts further consideration of how language acquisition and development feature in the particular areas of the module or the session, as well as identifying what progress looks like - in other words what does success look like – what are the assessment objectives – what do we expect to see by the end?

4.10. The planning tool can be used to illustrate the reasonable adjustments being made without 'dumbing down' the curriculum because we should have the same high expectations for all learners, unless they have specific cognitive difficulties.



5. The Aim of the Liberty Curriculum

5.1. At Liberty Academy Trust, we believe that education provides the foundation for future learning, employment, independence and participation in society. We are ambitious for every pupil and do not place limits on achievement based on starting points, special educational needs, disability, background or prior attainment. Instead, we provide high-quality teaching, effective support and carefully planned learning experiences that enable all pupils to make strong progress and achieve success

5.2. Research suggests that autistic individuals are more at risk of a lower quality of life, may find it more challenging to make friends and more challenging to live independently. (Heijst and Geurts, 2015; Mason et al, 2018; Ayres et al, 2018; NAS, 2019) The most recent data from the Office of National Statistics (February 2022) reports that only 29% of autistic adults are in any kind of employment. It is therefore essential that the Liberty curriculum works to address these statistics.

5.3. It is also vitally important that the Liberty Curriculum is inclusive and diverse. The goal is to build a curriculum that embraces, celebrates, highlights and foregrounds diversity in our schools enabling our pupils to see themselves positively represented in the content and encouraging a sense of belonging.

5.4. Our curriculum aim is underpinned by the Quality of Life (QoL) framework, developed by educators at Swalcliffe Park School and supported by the National Autistic Society. The QoL framework is a strengths-based model, designed to support the positive development of the *whole child*; it reflects the commitment of every school and colleague to supporting every pupil's academic and wider needs, recognising that co-production of goals and measures of success, with families, is central to all we do.



5.5. The framework illustrates how inter-connecting elements contribute to the development of the individual and in our commitment to this framework, we expect all Liberty schools to take an evidence-informed approach which includes all key partners, so that the educational experience of every pupil is shaped by a clear understanding of their individual needs.

5.6. The Quality-of-Life framework is a strengths-based affirmative model, which seeks to unpick and understand:

- What makes the pupil happy and what are their aspirations?
- What are the skills they need to be independent adults of the future?

- How do we prepare them well for that future?

5.7. Informed by research undertaken by Schalock et al (2010; 2020), the QoL framework acts as a model for strategic transformational change, which supports those with an intellectual or developmental disability, in particular.

5.8. It identifies eight QoL domains which are categorised into three sub-sections:

- Independence;
- Social Participation; and
- Wellbeing.

5.9. An operational model of the QoL framework proposes eight core domains that should be developed and measured as indicators of success for the individual. Each of the QoL domains are interlinked as indicators and variables which have the power to influence an individual's quality of life, with evidence gathered through self-report and external observation (this could be by a care-giver / professional / other relevant observer).



5.10 Our curriculum is broad, balanced and aspirational. It enables pupils to acquire powerful knowledge while developing communication, independence, resilience, creativity, confidence and self-advocacy. Through a coherent and carefully sequenced curriculum, pupils build knowledge over time and develop the skills needed to become successful learners, active citizens and well-prepared adults

5.11 The aim of the Liberty curriculum therefore is to develop lifelong learners who are committed and well-equipped to learn about:

- The self;
- Others and the world around them;

- Culture and community;
- Local, national and global citizenship;
- Intellectual, moral, spiritual and emotional knowledge as expressed through language, mathematics, science, humanities and the arts.

Domains of the Curriculum

5.10. A concept of the curriculum should be broad; it should be seen as the entire learning experience that we plan for our children during their school years. It includes what they should learn in lessons and what they should learn in the rhythm and routine of the rest of the school day, along with those events and opportunities that we provide for them beyond traditional school hours.

5.11. So naturally, the curriculum includes planned learning for lessons and also what we plan for pupils to learn on residential visits, through performances, in assemblies, in the library, at after-school clubs, or during charitable events we help them organise. (Brighouse and Waters, 2021, p. 170)

5.12. Alexander (2022, p.118) asserts that a curriculum *domain* is characterised by:

- Epistemological or thematic coherence;
- An identifiable core of knowledge, skill, disposition and enquiry drawn from both established disciplines and other sources;
- The capacity to contribute to the pursuit of one or more established aims; and
- A critical balance of induction and exploration.[1]

5.13. In meeting this aim, there are therefore three domains of the Liberty curriculum:

- Academic;
- Communication; and
- Personal Development.

The Academic Domain

5.14. The academic curriculum is built upon a traditional subject offer, informed by the English National Curriculum and delivered at the level appropriate to each pupil's stage of intellectual development.

5.15. Where appropriate, pupils will access the same curriculum breadth as their peers in mainstream education; however, some pupils' access will be influenced by their levels of functional understanding, with depth and breadth adapted accordingly.

5.16. The underlying principle; however, is that **all pupils** are entitled to access an academic curriculum that is broad and relevant – no level of disability should reduce this entitlement. Rather, as educators we take a creative pedagogical approach, which ensures access and depth of academic learning from starting points.

5.17. Please refer to the Teaching and Learning policy for details on autism friendly pedagogical approaches, which are adopted by Liberty schools, in order to support access.

[1] By *induction* we mean an introduction to new knowledge and by *exploration* we mean the application of that

The Communication Domain

5.18. The communication curriculum is central to the Liberty offer, due to the particular needs of autistic pupils. Our approach therefore comprises a structured programme of study which includes all modes of communication, such as spoken language, ICT, literacy, and visual language. As Prizant asserts: the long-term goal is to help individuals develop a sense of (what are) appropriate responses in different social situations and be able to… stay well regulated. (Prizant, 2022, p. 72) Approaches to communication are adapted and contextualised in schools to reflect local needs.

5.19. The underlying principles of the communication domain are to build lifelong skills which enable all pupils to engage in the world around them through modes of communication that can be understood by others. A key feature of the communication domain is the development of oracy skills, as this is often a key area of difficulty for autistic pupils.

5.20. As exemplified in the Liberty Teaching and Learning Policy, opportunities for developing oracy and wider communication skills are interweaved into subject curricular, but knowledge and understanding of how we communicate and the art of putting this into practice is also a discrete element of the Liberty curriculum.

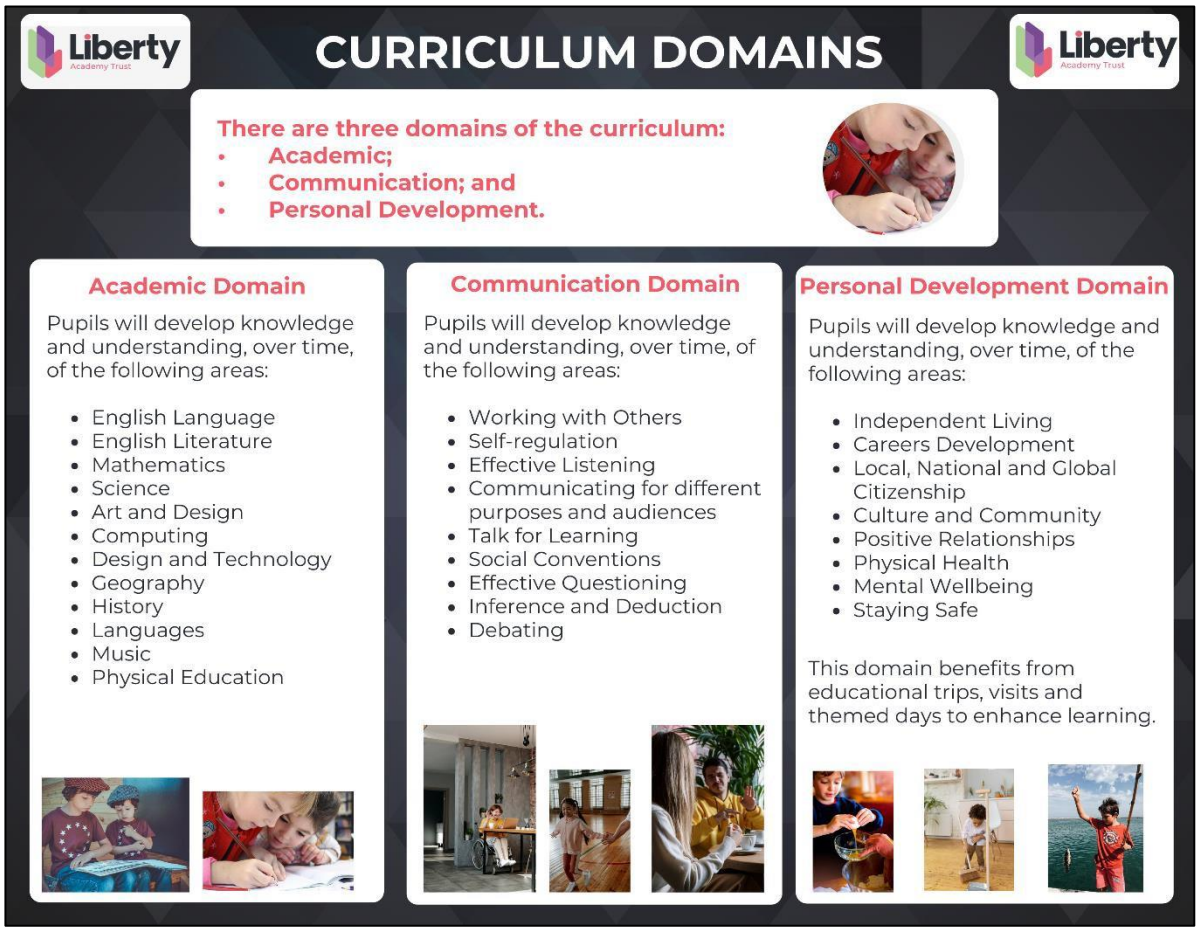
5.21. The Communication Curriculum is delivered through form time and PSHE sessions, interweaved into unstructured time, such as breakfast and lunch, and also delivered through timetabled sessions, during which time, pupils develop skills in:

- Vocabulary
- Language use
- Verbal reasoning
- Collaborative working
- Metacognition.

The Personal Development Domain

5.22. The personal development curriculum includes a focus on personal interests, as well as skills for independent living, active citizenship, physical and emotional health and well-being. The underlying principles of the personal development domain are to ensure all pupils can flourish and thrive; perhaps capitalising on special interest areas or being introduced to new experiences, but all are expected to access a wider curriculum offer which extends beyond the academic and which develops responsible, respectful and active citizens of the future.

5.23. Themed days allow for concentrated personal development, which enhance personal qualities and dispositions such as resilience and tolerance and which are underpinned by our core values of courage, determination and teamwork – qualities that are recognised throughout life, in business as well as personal relationships.



6. Early Learning Foundations

6.1. Although the curriculum is organised through the Academic, Communication and Personal Development domains, we recognise that successful learning depends upon strong foundations. These principles remain important throughout a pupil's education, particularly for learners with SEND and those working at earlier developmental stages.

6.2. These foundations include:

- attention and engagement
- interaction and communication
- curiosity and wonder
- enquiry and exploration
- creativity and imagination
- investigation and discovery
- problem solving
- play and experiential learning
- resilience and persistence
- a joy of learning

6.3. We believe these characteristics are fundamental to learning and should be nurtured alongside academic knowledge and skills. Through carefully planned experiences, pupils are encouraged to explore, question, create, investigate and develop confidence as learners.

7. Expectations of Academies

7.1. School leaders, in developing and implementing the curriculum are expected to give coherent justification for the domains and sequencing of learning chosen, "citing evidence, pedagogical principle and educational aim." (Cambridge Primary Review, 2010, p.496)

7.2. All schools are to have clearly codified curriculum content which is used by all staff to ensure fidelity to the agreed intent and consistency in coverage across departments and/or teachers. The table below provides an overview of the minimum expectations for all schools and ensures all teachers, including those who are temporary or cover staff, have the resources needed to guarantee consistency of the curriculum for **all pupils every day**.

Curriculum non-negotiables	
Planning	Resources
• Curriculum includes 3 domains – academic, personal, communication. • Schools to adopt Trust Curriculum model. (**Appendix 1**) • Curriculum underpinned by QOL framework. • All pupils to be set individual targets by the Head of Data and Systems which must form part of pupil progress review meetings. • All pupils to be entered for Maths and English qualification at key stage 4 (minimum expectation) • Schools to follow agreed KS4 and KS5 pathways (**Appendix 2 and 3**) • Schools to enter pupils for qualifications as per agreed Trust Qualification List (Quality assured and assessed boards / papers for Autism friendliness and accessibility) • Curriculum sequencing map, • which makes clear the order of the curriculum (see **Appendix 4 for** an example) • Medium term planning which exemplifies key learning content of a unit / module (see **Appendix 5** for an example)	1. Agreed curriculum model and pathways 2. Adoption of Trust suite of qualifications 3. Trust curriculum in place (subject curriculum maps – see template below) 4. White Rose Maths 5. Use of Lyfta platform to develop global citizenship 6. Communication Curriculum embedded across all lessons 7. Use of First news and The Day online newspaper materials 8. Use of century learning for supported home learning 9. Read write Inc Phonics programme 10. Read write Inc reading interventions for all pupils below 86 11. Examples of WAGOLLs (What a Good One Looks Like) relevant to the planned activities 12. Knowledge Organisers which provide pupils with key learning / vocabulary / definitions of concepts of a unit or module 13. Word Mats (or word walls) which detail key terms / vocabulary and definitions relevant to the unit or module

Expectations of Teaching Staff

7.3. All teaching staff (including HLTAs, UQTs, ECTs, QTS) are expected to:

- Have read all medium-term planning documents before lesson delivery;
- Have a clear understanding of the sequencing of the full curriculum and the rationale for the way in which it is sequenced;
- Have a clear understanding of the subject-specific knowledge required for

pupils to make progress; and

- Have a clear understanding of what each pupil knows and can do, and what gaps they have so that adaptations can be made, leading to improvements in what they know and can do over time.

8. Monitoring and Evaluation of the Curriculum

8.1. To ensure the curriculum remains relevant, inclusive, and impactful, all Liberty schools are expected to engage in a robust cycle of curriculum monitoring and evaluation. Teachers must review and reflect on their curriculum maps at least annually, considering pupil outcomes, engagement, and feedback. This process supports continuous improvement and ensures alignment with the Trust's vision and values. Oversight of this review process will be led by the Director of Education and Trust Leads, who will provide strategic guidance and quality assurance across all academies. Regular evaluation will also inform professional development priorities and resource allocation, ensuring the curriculum evolves in response to pupil needs and educational research.

9. Professional Development

9.1. To ensure high-quality curriculum delivery across all domains, Liberty Academy Trust is committed to providing ongoing professional development for all teaching and support staff. This includes targeted CPD focused on autism-friendly pedagogy, inclusive classroom practices, and subject-specific expertise. Training will be aligned with the Trust's strategic priorities and outlined in the Trust CPD brochure. Staff will have access to internal and external development opportunities, including Trust networks, coaching, peer collaboration, and research-informed practice. The Trust recognises that confident, knowledgeable educators are essential to delivering an ambitious and inclusive curriculum and therefore invests in continuous learning as a core component of school improvement.

9.2. As digital tools become increasingly embedded in education, it is essential that all staff across Liberty Academy Trust are equipped with strong digital literacy skills. Effective curriculum delivery now requires not only subject knowledge and pedagogical expertise, but also the ability to integrate digital technologies in meaningful and accessible ways. The Trust Digital Literacy Programme can support staff in developing their confidence , skill and knowledge.

10. LAT Curriculum Strategy and Development

10.1. As part of our commitment to delivering a forward-thinking and inclusive curriculum, the Trust has developed dedicated strategies for STEM (Science, Technology, Engineering, and Mathematics) and Enrichment. LAT has also developed a Digital skills and a sustainability Curriculum.

10.2. These documents are embedded across all key stages to ensure pupils are equipped with the knowledge, skills, and values needed for the modern world.

10.3. **The LAT STEM (Science, Technology, Engineering, and Mathematics) Strategy** is designed to foster a culture of innovation, critical thinking, and problem-solving Our goal is to equip students with the skills and knowledge necessary to thrive in an increasingly complex and technology-driven world.

10.4. **The LAT Enrichment Strategy** supports our pupils to engage in Enrichment activities is an essential part of enabling our pupils to achieve well and have a positive quality of life. Enrichment is the many activities that students can choose to do beyond their academic pursuits and the normal requirements of their life in school. It contributes to developing pupils' social, moral, spiritual and cultural strengths and will allow them to succeed in education, work and society.

10.5. **The LAT Digital Skills Curriculum** supports pupils to be confident, safe, and capable users of technology. These skills include for example basic computer literacy, internet usage, online communication, information retrieval, and digital security. Thanks to these competencies individuals can navigate and use various digital platforms, applications, and services.

10.6. **The LAT Climate Change and Sustainability Curriculum** is a comprehensive, cross-curricular programme designed to equip pupils with the knowledge, skills, and values needed to thrive in a changing world. It integrates climate education, environmental awareness, and sustainability across all key stages and subjects, aligning with the DfE's strategy and the United Nations Sustainable Development Goals. Pupils engage in practical, real-world learning experiences—from biodiversity projects and green skills development to critical thinking about climate justice and global citizenship—ensuring they are prepared to contribute meaningfully to a sustainable future.

11. Resources

11.1. It is essential that subject and senior leaders work together to ensure there are high quality resources to deliver the curriculum. This includes books, artefacts, models, technical and digital resources.

11.2. Careful selection of resources can support fostering a culturally inclusive classroom where pupils feel represented in the materials they view.

11.3. Schools in the Trust can utilise Century Learning to support the teaching of the curriculum, providing blended learning and homework opportunities. CENTURY is a learning platform that combines artificial intelligence with the latest research in learning science and neuroscience.

11.4. CENTURY constantly adapts personalised pathways for every pupil and powerful intervention data for teachers. This support teaching in English, Maths, Science and KS4 Geography.

11.5. Schools in the Trust also utilise the Lyfta platform. Lyfta engages pupils by lifting them out of their everyday surroundings, inviting them to explore the world through interactive storyworlds. These storyworlds are 360° spaces and soundscapes of real homes, workplaces and environments. In each storyworld, pupils can explore, unlock rich media content, and get to know real people from around the world through powerful and inspiring short films.

11.6. The resources are ideal for teaching a range of subjects, skills and values and about the United Nations sustainable development goals. Lyfta is designed to boost classroom engagement by connecting with pupils on an emotional level and sparking interesting discussions. Pupils are able to connect with real human stories introducing them to diverse cultures and perspectives which builds knowledge and cultural capital.

12. Digital Technology and PedTech

12.1. Digital technology should be woven into the implementation of the curriculum to enhance engagement, personalise learning, and support accessibility. PedTech, or Pedagogically-led technology, is an approach to using technology in education that prioritises pedagogical principles and intentions over simply adopting the latest tools. It emphasizes how and why technology is used, ensuring it meaningfully supports learning and aligns with teachers' beliefs about effective teaching and learning. PedTech can support the curriculum by enhancing student engagement, personalising learning experiences, and fostering deeper understanding through technology-enhanced activities.

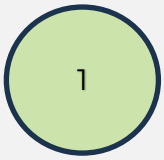
12.2. Artificial Intelligence (AI) may be used to support curriculum delivery, accessibility, assessment, feedback and personalised learning. Schools should ensure AI enhances learning opportunities while maintaining the central role of teacher expertise, professional judgement and high-quality classroom instruction.

12.3. Where AI is used, pupils should also be taught to use emerging technologies safely, ethically and critically, developing the knowledge and skills required for life in an increasingly digital society.

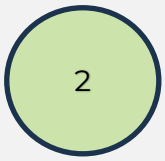
12.4. See also LAT Digital Skills Curriculum.

13. An Anti- racist curriculum

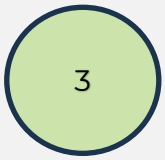
13.1 Liberty Academy Trust schools are committed to embedding inclusive and equitable practices across all areas of education. As part of this commitment, the Trust will adopt the **four pillars approach** outlined in *Creating an Anti-Racist Curriculum for Children with Special Educational Needs* by Priya Bhagrath (2025). This framework provides a structured and reflective model for developing anti-racist curricula that are tailored to the needs of pupils with SEND. By focusing on these four aspect, Liberty Academy Trust aims to ensure that every pupil feels seen, valued, and empowered within their learning environment



Multi Cultural Education We provide opportunities to develop understanding and experience of multiple cultures, driving inclusivity. Celebrating key dates and cultural celebrations is embedded.



Increased Representation
The curriculum provides increased opportunities to represent the pupil population, to increase a sense of belonging including representative role models.

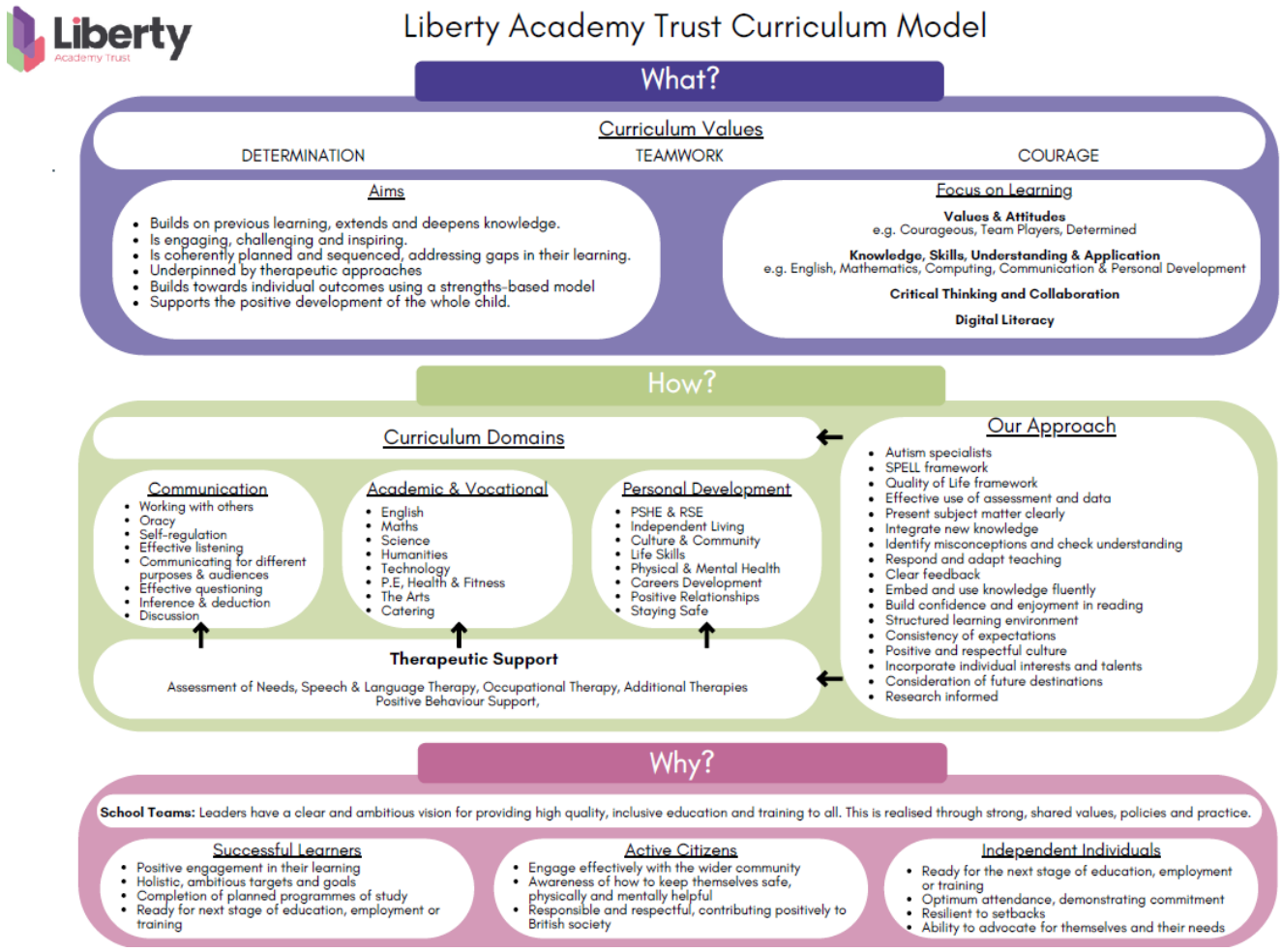


Decolonising the curriculum
We provide opportunities for pupils to learn about events that shaped their heritage and experience diverse role models. We aim to critically evaluate our curriculum and challenge Eurocentric narratives and ensure diverse, historically marginalised voices are meaningfully represented.



Anti Racist Practice
We aim to increase awareness of institutional and structural racism. This should include the intersection of Race and neurodiversity. We seek to address recruitment, retention and bias in policies and practice. And highlight and address trends and disparity in data. We will promote the voice of minority parents from the wider community.

Appendix 1: Trust Curriculum Model



Appendix 2: LAT KS4 Pathways

<table>
<tr><th>Pathway 1:
Academic</th><th>Pathway 2:
Vocational</th><th>Pathway 3:
Supported Vocational</th></tr>
<tr><td rowspan="2">GCSE English Lang
GCSE English Lit
GCSE Maths

GCSE Combined Science

BTEC Level 2 Workskills

AQA Level 2 PSHE Unit Award Scheme

Core PE

Choose Two From:
• GCSE History
• GCSE Geography
• GCSE Art
• GCSE Design and Technology
• GCSE Food Technology
• GCSE PE
• GCSE Computer Science
• GCSE Citizenship</td><td>Functional Skills L1/2 English
Functional Skills L1/2 Maths

BTEC Level 1 Applied Science

BTEC Level 1 Workskills

AQA Level 1 PSHE Unit Award Scheme

Core PE

Choose One or Two From:
• BTEC Level 1/2 Sports Leaders
• WJEC Level 1/2 Hospitality and Catering
• BTEC Level 1/2 Creative I Media / ICT
• BTEC Level 1 / 2 Public Services</td><td>Entry Level English
Entry Level Maths

Entry Level Science

Entry Level Workskills

Entry Level AQA PSHE Unit Award Scheme

Core PE

Choose One or Two From:
• BTEC Home Cooking
• Entry Level Sports Leaders
• Entry Level Art and Design
• Entry Level Geography
• Entry Level History
• AQA Unit Awards linked to personal interest</td></tr>
<tr><td colspan="2"><u>Offsite alternatives – choose one:</u>
College: - Catering and Hospitality, Construction and Multi Trade, Exploring Caring Sector, Hair and Beauty, Motor Vehicles, Sport</td></tr>
</table>

Phonics	KS1 TA	KS2 Scaled Score	CAT4 Overall SAS	Reading SAS (NGRT)	CAT4 GCSE Indicator	Pathway
40	GDS	110+	120+	120+	07-Sep	
32-40	EXS	95-110	100-120	100-120	04-Jun	
<32	WTS	80-95	86-100	86-100	01-Mar	
<32	PKS	79 or below	85 or below	85 or below	Non GCSE	

Blue and Purple Pathways

These are academic pathways. The focus is to support pupils to acquire academic qualifications in line with their mainstream peers. The Purple Pathway is an academic pathway for those high attaining pupils who are targeted to achieve top grades at GCSE e.g. Grades 7 to 9.

Amber Pathway

This a combination pathway based on pupils' prior attainment levels and for pupils who have missed a significant time in Education, including pupil who have medical needs, poor attendance and new arrivals. Pupils take a combination of GCSE equivalent and Entry Level Qualifications. The focus is on ensuring the pupils acquire qualifications leading to their chosen destination or career choice.

Purple Pathway

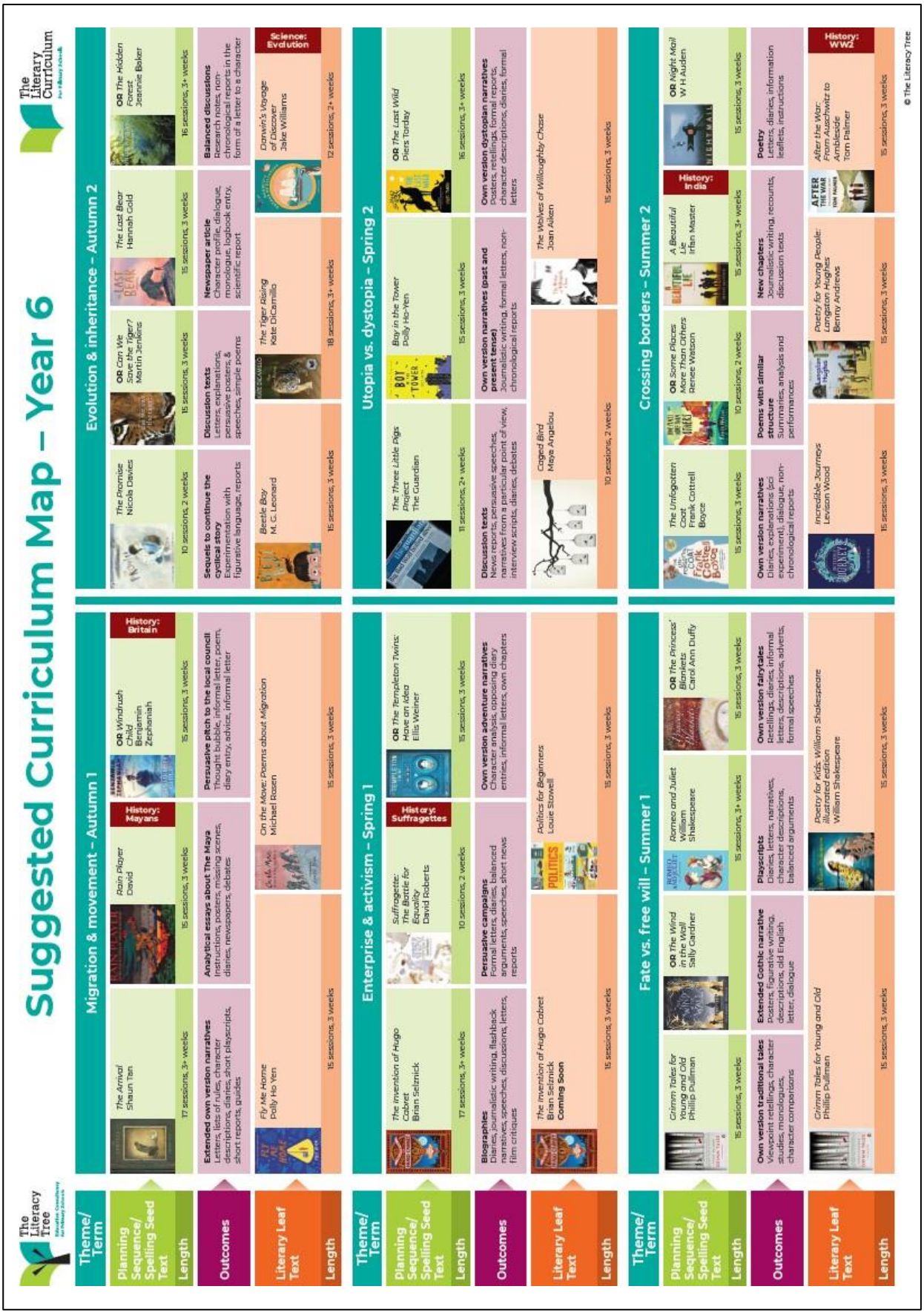
This pathway is aimed at pupils who have low prior academic attainment in primary and Key Stage 3. This is an entry level pathway designed to ensure pupils achieve qualifications representative of their time in school, including an English and Maths qualification. There is a focus on work experience and life skills in the read pathway, supporting pupils to develop their interests and intended destinations.

Appendix 3: LAT KS5 Pathways

<table>
<tr><th rowspan="2">ALL</th><th>Year 12</th><th>Year 13</th><th>Above Year 13</th></tr>
<tr><td colspan="3">Quality of Life
Communication
Personal Development
Work Experience</td></tr>
<tr><td>ACADEMIC</td><td>AS/A Level and Level 3 BTECs</td><td>AS/A Level and Level 3 BTECs</td><td>Transition to University</td></tr>
<tr><td rowspan="3">VOCATIONAL</td><td colspan="2">T Levels/ Local College Partnership</td><td>Transition to Employment</td></tr>
<tr><td>Local College Level 2</td><td colspan="2">Local College Partnership Level 3</td></tr>
<tr><td>GCSE or Functional Skills Level 2 in English and Maths</td><td colspan="2">Local College Partnership Level 2 / 3</td></tr>
<tr><td rowspan="2">SUPPORTED VOCATIONAL</td><td>Local College Level 1</td><td colspan="2">Local College Level 2</td></tr>
<tr><td>Entry Level or Functional Skills Level 1</td><td>Supported Internship or Local College Level 1</td><td>Transition to Employment or Local College Level 2</td></tr>
</table>

The post-16 curriculum provides three distinct pathways; with flexibility to adapt to individual pupils need and goals.

Appendix 4: Example of a Curriculum Sequencing Map



Reprinted with kind permission of The Literacy Tree Literary Curriculum: https://literarycurriculum.co.uk/how-it-works/curriculum-maps/

Appendix 5: Example of a Medium-Term Plan

Medium Term plan Y8 Researching an Issue: The Titanic

Sequence of Learning

- Exploration of research types, methods, audience, purpose;
- Exploration and analysis of a range of text types, including historical records;
- Guidance on structure, delivery and content;
- Oral Presentation of research findings to engage discussion and debate;
- Written response to research findings as a contribution to knowledge.

Key Concepts

- Assessing the validity and significance of information
- Cultural understanding and how ideas are presented in different contexts

Suggested Lesson	Learning Objectives	Supporting Resources
1	**3.1.a.** make a sustained contribution to group discussion, and explain their ideas **3.1.b.** listen carefully, ask pertinent questions and make suggestions in order to solve problems and test ideas	What do you know? Quiz Some interesting facts on the Titanic workbook
2	**5.1.a.** use a range of reading strategies to retrieve relevant information and main points from texts, distinguishing between fact and opinion where appropriate	The Sinking of the Titanic 1912 textbook extract
3	**5.2.b.** respond to a text by making precise points and providing relevant evidence in support of those points	End of a splendid journey narrative fictional account
4	**5.3.a.** broaden their experience of reading a wide range of texts and express their preferences and opinions **6.3.b.** explain how specific structural and organisational choices in texts create particular effects	Disaster unfolds – Titanic voyage news articles First, second, third class survivor accounts
5	**5.1.c.** make relevant notes when researching different sources, comparing and contrasting information	
6	**6.3.a.** explain how specific choices and combinations of form, layout and presentation create particular effects	Enhancing Presentation guidance on speaking and listening
7 8	**2.1a** Select the most appropriate way to structure speech for clarity and effect, taking into account task, audience, purpose and context, and the range of supporting resources available **2.1b** engage listeners' attention and interest by using a range of different verbal and non-verbal techniques	
9 10 11	**7.1.a.** explore, problem-solve, connect and shape ideas, and identify the most appropriate approach to planning their writing **7.2.a.** plan writing and develop ideas to suit a specific audience, purpose and task by adapting familiar forms and conventions **8.1.b.** select techniques and devices used by writers, and draw on a range of evidence, opinions, information and the purpose of the task, in order to develop a consistent viewpoint in their own non-fiction writing **8.2.a.** draw on the full range of punctuation, including colons and semicolons, to clarify meaning, aid cohesion and create a variety of effects **8.2.b.** draw on their knowledge of a wide variety of sentence lengths and structures, including complex sentences, and apply it to their own writing to clarify ideas and create a range of effects according to task, purpose and reader	Writing to analyse, review, comment Knowledge Organiser Marking criteria Titanic – Essay plan scaffold The unsinkable titanic paragraph planner Self-assessment – have I met the criteria? Checklist
12	**3.1.a.** make a sustained contribution to group discussion, and explain their ideas **3.1.b.** listen carefully, ask pertinent questions and make suggestions in order to solve problems and test ideas	What do you know? Quiz Some interesting facts on the Titanic workbook

CURRICULUM DOMAINS

There are three domains of the curriculum:

- **Academic;**
- **Communication; and**
- **Personal Development.**



Academic Domain

Pupils will develop knowledge and understanding, over time, of the following areas:

- English Language
- English Literature
- Mathematics
- Science
- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Languages
- Music
- Physical Education





Communication Domain

Pupils will develop knowledge and understanding, over time, of the following areas:

- Working with Others
- Self-regulation
- Effective Listening
- Communicating for different purposes and audiences
- Talk for Learning
- Social Conventions
- Effective Questioning
- Inference and Deduction
- Debating







Personal Development Domain

Pupils will develop knowledge and understanding, over time, of the following areas:

- Independent Living
- Careers Development
- Local, National and Global Citizenship
- Culture and Community
- Positive Relationships
- Physical Health
- Mental Wellbeing
- Staying Safe

This domain benefits from educational trips, visits and themed days to enhance learning.







Glossary

Curriculum — What is intended to be taught and learned (the planned curriculum – INTENT); What is actually taught (the curriculum as enacted – IMPLEMENTATION); What is learned (the curriculum as experienced – IMPACT)

Subject — An organisational or conceptual segment of the planned curriculum; it may be disciplinary, cross-disciplinary or thematic

Timetable — The way the planned curriculum is divided temporally into lessons or sessions

Knowledge — The process and outcome of coming to know encompassing both propositional and procedural, public and personal knowledge. A central goal of all education.

- Propositional Knowledge (KNOW)
  - Also known as *declarative* or *substantive* knowledge reflects the facts and things that are understood to be the case
- Procedural Knowledge (KNOW HOW)
  - Is the ability to perform activities through an understanding of how something is done (this does not necessarily require conceptual understanding to be able to 'do')
- Disciplinary Knowledge (KNOW WHAT)
  - How to perform activities appropriate to the subject area, such as through analysis, measurement, testing etc.
  - Disciplinary knowledge helps us understand how propositional knowledge came to be fact.

Discipline — A branch of knowledge as systematised into distinct ways of enquiring, knowing, exploring, creating, explaining, and making sense, each with its own key foci, preoccupations, concepts, procedures, and products

Skill — The ability to make or do something, especially of a practical kind; requires knowledge, but is distinct from it

Adapted and added to from Alexander (2022, p.130)

References

Alexander, Robin (2022) *Education in Spite of Policy* (Routledge)

Ashbee, Ruth (2021) *Curriculum: Theory, Culture and the Subject Specialisms* (Routledge)

Bhagrath, Priya (2024) Creating an Anti-Racist curriculum for children with special educational needs. Routledge

Brighouse, Tim and Water, Mick (2021) *About our Schools: Improving on Previous Best* (Crown House Publishing Ltd)

Mesibov, Gary and Howley, Marie with Naftel, Signe (2016) *Accessing the Curriculum for Learners with Autism Spectrum Disorders* (Routledge)

Nagel, Jennifer (2014) *Knowledge: A Very Short Introduction* (Oxford University Press)

Popkin, Richard H. and Stroll, Avrun (1997) *Philosophy Made Simple* (Athanaeum Press Ltd)

Prizant, Barry. M (2022) *Uniquely Human: A Different Way of Seeing Autism* (Souvenir Press)

Schalock, Robert. L, Keith, Kenneth. D, Verdugo, Miguel. A, and Gomez, Laura. E (2010). Quality of Life Model Development and Use in the Field of Intellectual Disability. In Kober, R (ed.) *Enhancing the Quality of Life of People with Intellectual Disabilities*. Social Indicators Research Series 41, pp17-32

Schalock, Robert. L (2020) *The Quality of Life Supports Model: Components and Applications* [Keynote Address] 12 March, International Conference on Positive Behaviour Supports, Miami, Florida [Accessed 16 September 2022] Online: https://www.apbs.org/conference/files/2020presentations/Keynote-Schalock-text.pdf