

CURRICULUM POLICY



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Curriculum Policy

Policy Statement

Our Vision

We are an Independent School and Social Enterprise working across Liverpool and West Yorkshire, providing a full-time Alternative Education Provision and Employability Skills for young people aged 11 to 19. We are OFSTED accredited to provide full-time education for 11 to 19-year olds as an Independent School in Liverpool and in Kirklees.

We were established in 2012, and in that time, have empowered hundreds of young people to take responsibility for their own development and unleash their potential. Many of our students have gone on to apprenticeships, employment, and higher education.

As an Independent School, Employability Solutions upholds the Independent School Standards. We plan to deliver a curriculum which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. As a school offering Alternative Provision for students of compulsory school going age our curriculum offers many subjects and learning activities that parallel those on the National Curriculum.

We will provide education programmes individually developed to meet the needs of each and every student we care for. We will do this by offering accredited training, personal guidance, support, and access to a wider curriculum of enrichment activities alongside a rich, accessible and relevant core curriculum.

Our company motto is "It's your time!" and our education provision is designed to provide a wealth of opportunities for our students to find their moments to shine and embrace the opportunity to make a fresh start.

We believe that in education, one size does not fit all, and we strive to provide a responsive, varied curriculum which is practical, physical, and creative in essence. This curriculum is underpinned by a desire to enable all students to develop their personal, social, academic and employability skills to a level which enables them to become responsible citizens. This is designed to have a tangible community benefit as well as the obvious positive personal impact on the students.

This policy outlines the school curriculum: its principles; the values behind it; its delivery; monitoring and review.

Our Students

Our students are likely to be referred to us by other schools or agencies because they have not managed to cope in a mainstream environment or because they are failing to thrive in their current setting. Students are likely to meet at least one of the following characteristics: they have been or are about to be excluded from a mainstream school; they have a statement of special educational needs (SEND)/an Education, health and care plan (EHCP); they have social, emotional and mental health needs (SEMH); they are looked after children; they have been out of education for significant periods of time; they left primary school as low – attainers or come from a deprived area. They will be individuals with the potential to achieve great things but are yet to find the right provision to unleash their potential.



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Our Values

Exceed Expectations – when students are referred to Employability Solutions, most of them will be struggling to achieve in mainstream due to a number of barriers including learning difficulties, disabilities or emotional and social difficulties alongside a preferred learning style that may not be compatible with a mainstream curriculum and large class sizes organised by age. When they join the Employability Solutions family, most students will have low self-esteem and the belief that they cannot achieve as well as others. Our aim is to rebuild their confidence and demonstrate that they can achieve their full potential and produce better results than expected by becoming the best version of themselves that they can be. Through the work of our skilled tutors and wrap-around pastoral provision, our wider social enterprise community and our community links, our aim is that our students consistently exceed their expectations and those of society by achieving outcomes which are exceptional, considering their starting point.

Respect for all – To promote an appreciation of diversity and good citizenship, the CEO and the staff team of Employability Solutions show respect for all and embrace individuality and difference. Students feel valued and that feeling initiates their journey towards gaining back their confidence and self-respect. Respect is an almost tangible aspect of our school ethos and coupled with excellent support it is the foundation behind outstanding personal development.

Challenge conventional wisdom – As an alternative provision it is expected that we operate in a manner which is different from mainstream schools, giving students who have learning difficulties, challenging behaviour and other social issues a real chance to achieve as well as their peers. Our teaching methods, the activities we use to deliver the curriculum, the way we relate to our students, the support we provide for our students and the space we use is unique. We challenge conventional ways of working in everything we do, always with the objective of building our students' confidence and supporting them as they achieve exceptional results.

We challenge the practice of grouping students by age regardless of individual needs and talents and instead, our students will be grouped by interest, vulnerabilities, and readiness (taking age appropriateness into account where relevant). Our functional skills curriculum is therefore separated into levels (entry 1 to level 2) rather than strictly by age and within each key stage there are opportunities to deliver the content to meet the needs of each group. Alongside the core curriculum, opportunities will be provided to ensure that students pursue their interests alongside their learning. As this is interest based and student led it can only be determined once the interests of a cohort are established and will then be mapped into the existing core curriculum. The direction these activities and opportunities take will only be limited by the interests they bring to the table.

Some examples of what will be available to groups and individuals according to interest are as follows:

Get Creative Options: computer coding and robotics, animation, film making, strategy gaming, game and app design, Lego exploration, performing arts, mixed media and modelling, fine art, cookery, textiles, book groups, young inventor clubs etc

Get Physical Options: walking/rambling group, climbing, trampolining, performing arts, young lifesavers, active team building, ball sports, one-off tasters, circuit training, fitness to music etc.

Get Healthy Options: a range of enrichment activities including cookery, de-stress sessions, meditation, art activities, art therapy, life-skills, visits, themed challenges etc.



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Curriculum Principles

- Every learner will be supported to enhance their employability skills and personal wellbeing and contribute to their community through an accessible and relevant curriculum offering rich experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- The curriculum should be driven by the interests and needs of every individual learner
- The curriculum should provide a varied range of assessment methods to enable students to demonstrate their knowledge and skills in a way which fits their learning style
- Learning must be **contextualised** and **personalised** throughout the curriculum and enrichment activities
- Learning happens everywhere and sitting behind a desk in a classroom is not the only place where learning will take place
- Learners should develop functional communication, literacy, and numeracy skills which will be taught, monitored and assessed in a cumulative way across the curriculum.
- The subject matter should be appropriate for the ages, interests and aptitudes of learners and allow for choice
- The curriculum should fulfil the requirements of each learner's statement of SEND or Education Health and Care plan (EHCP) and be inclusive for **all** learners
- The curriculum should include personal, social and health education (PSHE) and provide Relationship and Sex Education (RSE) to **all** learners
- The curriculum should lead to the spiritual, moral, social, and cultural (SMSC) development of learners
- The curriculum should promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- The curriculum should provide appropriate independent careers guidance for learners
- The curriculum should provide learners with rich opportunities to learn and make progress
- The curriculum should provide outstanding preparation of learners for the opportunities, responsibilities, and experiences of adult life
- The curriculum should inspire learners to achieve much more than they originally believed they could achieve



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Legislation and Guidance

This policy reflects the requirements of The Education (Independent School Standards) Regulations 2014 which states that all Independent Schools must provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

It also reflects requirements for inclusion and equality as set out in the Special Needs and Disability Code of Practice 2014 and Equality Act 2010. .

Inclusion

Teachers and support staff set high expectations for all learners. They will use appropriate assessment to set ambitious personal and academic targets and plan accessible yet challenging work for all groups, including:

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- More able pupils
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that all learners can access the full curriculum available, wherever possible, and ensure that there are no barriers to every learner achieving. Lesson planning will also enable the tracking of key skills across the curriculum such as progress in emotional and social skills, communication skills and physical skills alongside subject specific skillsets.



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Curriculum Offer

The Curriculum Subjects and Activities Available Post 16

Qualification	Awarding Body	Levels Available
Functional Skills English	NCFE	E1, E2, E3, L1, L2
Functional Skills Maths	NCFE	E1, E2, E3, L1, L2
Vocational tasters with the following pathways: Hair and Beauty Construction Animal Care Sport Catering	Open Awards	E3, L1, L2
Personal Social Development (Award)	Open Awards	E3, L1, L2
Employability (Award)	Open Awards	E3, L1, L2

Non – Qualification Activities

Work Placements

Work/College Preparation

Information Advice and Guidance

MAD Activities (Making A Difference)

Enterprise activities

Educational Visits/ Guest Speakers

Therapy/pastoral interventions

Spiritual, Moral, Social & Cultural Skills and the promotion of Fundamental British Values

Wellbeing Workshops

Embedded ICT activities



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The Curriculum Subjects and Activities Available KS4

Qualification	Awarding Body	Levels Available
Functional Skills English	NCFE	E1, E2, E3, L1, L2
Functional Skills Maths	NCFE	E1, E2, E3, L1, L2
Science	Open Awards	L1
ICT	Open Awards	E3, L1, L2
Art Award (Could be used as an individual programme using links with outside agencies for individuals with an interest in the arts)	Trinity College London	Bronze
Personal Development Programmes	Open Awards	E3, L1, L2
PE	Open Awards	E3, L1, L2
PHSE (inc. RSE)	Open Awards	E3, L1, L2
Vocational Tasters chosen to meet the needs and interests of each cohort but likely to include: Catering Animal Care Hair and Beauty Construction Sports and Fitness Mechanics	Open Awards	E3, L1, L2

Non – Qualification Activities

Work Taster Activities

Work/College Preparation – for Year 11 students

Information Advice and Guidance

Enrichment Activities



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Educational Visits
Therapy/pastoral interventions
Spiritual, Moral, Social & Cultural Skills and the promotion of Fundamental British Values
Non – Qualification Activities
Wellbeing Workshops
Community Activities
Embedded ICT activities
Thematic art activities

The Curriculum Subjects and Activities Available KS3

Qualification / Areas	
English/Literacy	Taught using a Developing, Securing and Expanding progression model preparing students for KS4 FS levels E1 – L2 (pathway to GCSEs available where appropriate)
Maths/Numeracy	Taught using a Developing, Securing and Expanding progression model preparing students for KS4 FS levels E1 – L2 (pathway to GCSEs available where appropriate)
Science skills	Taught as a discrete subject using a range of materials including Mystery Science online resources and Crest Awards linked to cross-curricular themes and events
Art	Taught as a discrete subject with strong curriculum links
Human and social education	Embedded across the curriculum and through enrichment activities and thematic events.
Physical education	Students gain regular physical activity through weekly PE lessons and a timetabled programme of a range of activities including bi-termly walks/rambles, drop in sessions, gardening sessions, indoor team sports at break times, trampolining sessions, carousel of activities to try, week long events such as The Alternative Olympics as well as cross curricular opportunities such as circuit training to teach aspects of maths and science.
PHSE	Taught as a discrete subject including statutory RSE and a progressive emotional literacy programme
Digital Skills	Embedded across the curriculum and through focus days



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Non – Qualification Activities

Information Advice and Guidance

Enrichment Activities

Educational Visits

Therapy/pastoral interventions

Spiritual, Moral, Social & Cultural Skills and the promotion of Fundamental British Values

Wellbeing Workshops

Community Activities

Key Delivery Statements

Delivery of English and Mathematics

English & mathematics skills will be developed during timetabled sessions and across the curriculum, embedded in other subjects and learning activities. At key stage 3 the emphasis is on developing a love of learning and confidence building with maths and English taught using a Developing, Securing and Expanding progression model preparing students for KS4 learning and accreditation (FS levels E1 – L2 with a pathway to GCSEs available where appropriate). The key stage 3 curriculum is a thematic competence-based curriculum and within this, activities will be contextualised according to interest. At key stage 4 and in Post-16 provision learning is contextualised within a vocational area or across several vocational areas and individual functional skills targets are reinforced during vocational sessions. Through their journey across the key stages, teaching and learning remains student centred, and need/interest led but the emphasis shifts along a continuum from sparking an interest, to developing life skills to becoming work ready.

English and Maths form part of the “Core Curriculum” for students at the school and students’ achievement of both English and mathematics qualifications in relation to their baseline level on entry is one of the school’s key measures of attainment. Students’ achievement at level 1 and 2 in English and mathematics is another key measure of attainment. Achievement and progress are monitored closely to ensure that we stretch and challenge all students from all starting points. Student progress and the development of literacy and numeracy skills are monitored through a comprehensive strategy which includes learning walks, lesson observations, student interviews, work scrutiny and data analysis.

The curriculum is organised by level rather than age and contextualised for each learner or small groups of learners to allow choice and differentiation according to interests and vulnerabilities.



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Accurate initial assessment at the beginning of each pupil's programme is combined with diagnostic assessment to identify the starting point for each pupil in English and maths and highlight the areas they need to improve in order to make progress. Tutors then focus on those areas and track the pupil's progress towards achieving a qualification. The initial assessment is completed at the beginning of every year. Each time a pupil gains a qualification in English or maths, they are required to take the diagnostic assessment at the next level to establish what they need to work on in order to progress to the next level. At key stage 3 progress is measured against a 3-stage competency model which can be mapped to Functional Skills levels.

ICT

Our ICT provision is underpinned by the subject criteria under the GCSE ICT framework but enables learners to work at their own level and is embedded across the curriculum for all students. At key stage 3 digital skills are embedded across the curriculum with at least weekly computer suite access. At key stage 4 there are half termly digital skills foci embedded across the curriculum and discretely taught ICT units from the Open Awards curriculum. Our post 16 provision focuses on work ready ICT skills within the Open Awards' employability skills/PSD qualification syllabus.

The ICT provision enables learners to:

- become independent and discerning users of ICT, able to make informed decisions about its use and aware of its implications for individuals, organisations, and society
- acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts
- develop ICT-based solutions to solve problems
- develop their understanding of current and emerging technologies and their social and commercial impact
- develop their understanding of the legal, social, economic, ethical, and environmental issues raised by ICT
- recognise potential risks when using ICT, and develop safe, secure, and responsible practice
- develop the skills to work collaboratively
- evaluate ICT-based solutions

Internet safety is addressed continually but also, there are focused awareness days and projects across the academic year.

Physical Education

As part of our holistic approach it is important to us that there is a strong focus on students' mental and physical health and wellbeing. Alongside an individualised personal development programme, opportunities to undertake weekly physical activity will follow a varied programme to maximise engagement.

Students will gain regular physical activity through weekly PE sessions and a complementary timetabled programme of a range of activities including bi-termly walks/rambles, drop in sessions, gardening sessions,



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indoor team sports at break times, trampolining sessions, a carousel of activities to try as well as cross curricular opportunities such as circuit training to teach aspects of maths and science.

Some students may also have gym or sports based individual interventions as part of their Individual Learning Plan.

Our students who are particularly interested in sport and fitness can take additional units as part of their individualised Open Awards qualifications.

Relationship and Sex Education (RSE)

From September 2020 it has been a statutory requirement to provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

At Employability Solutions, we value the importance of relationship and sex education to help and support young people through their physical, emotional, and moral development.

Effective relationship and sex education are essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation and at Employability solutions it is delivered within PHSE lessons and in form time. It also links with other areas in the curriculum like PSD, Drama, Literacy and Science as well as being supported by individual and group pastoral interventions.

We also recognise the partnership of home and school, of parent and teacher, in this important area of personal development and will work to foster this partnership.

Sex education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development so students will be grouped with this in mind, rather than by chronological age.

Sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability. As part of the sex and relationship education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage and stable relationships. Care will be taken that no child is stigmatised because of his or her home circumstances and sessions will be inclusive and in line with guidance.

As per legislation, there is the allowance for opting out of the non-scientific sexual health aspects of RSE – see RSE Policy for details.



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Careers Education

A programme of careers education is embedded into the curriculum to allow all students to make meaningful connections in industry across all key stages.

We are continually developing our careers programme in line with statutory guidance as set out in 'Careers Guidance and Inspiration for Young People in Schools' (DfE 05/01/2018) guided by the Gatsby benchmarks to improve careers provision.

The core aim is to increase the number of students progressing to positive destinations.

All learners will take part in a careers programme that helps them to:

- Understand their education, training, employment, and other progression opportunities
- Develop the skills they need to plan and manage their own personal development and career progression
- Be able to make an appointment with our dedicated placements and progressions coach or specialist adviser (C&K Careers) to discuss their own future prospects
- Access relevant information and learning from taster activities and meaningful encounters with employers
- Offer feedback and ideas on how to improve the careers programme

Have access to, and support with using careers information that is:

- Easy to find and available at convenient times and in convenient locations, i.e. ICT facilities, communal noticeboards, and meeting room.
- Independent and accessible at home, via Fast Tomato/Unloc.online
- Unbiased and up to date

Obtain careers guidance that is:

- Impartial
- Confidential
- Focused on individual needs and fit for purpose
- Supportive of equal opportunities
- Provided by people with relevant training and expertise

British Values; SMSC and Therapy/pastoral support

The school promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs across the curriculum in order to develop the following amongst students:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety



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- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

SMSC will be developed across the curriculum by embedding it in various subjects and learning activities.

Through the development of SMSC we aim to:

- enable students to develop their self-knowledge, self-esteem, and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Pastoral support from a pastoral team including an intensive mentor and access to counselling plays a key role in supporting young people with their personal development and wellbeing. This provides additional opportunities to promote British Values and the development of SMSC.

Pastoral interventions provide opportunities to:

- help students distinguish right from wrong
- develop their self-awareness
- improve confidence
- help students accept responsibility for their behaviour
- encourage respect for self and others

Strong community links and projects such as students organising a Christmas party for local elderly people or designing and carrying out a campaign to improve an issue in their community such as knife crime or homelessness, reinforces these principles and has a tangible benefit in the wider community.



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Support for Special Educational Needs

It is our vision that:

- All students at Employability Solutions have a detailed Individual Learning Plan (ILP) and follow a Learning Journey format which allows for information about individual needs to be assessed on entry, recorded and shared, reviewed and updated half termly (or sooner if required).
- All students with a statement of SEND or Education Health and Care Plan (EHCP) are assessed by the SENDCo and an Individual Support Plan developed to target individual needs and recommend strategies and resources to support the student. Targets and interventions are set, monitored and recorded using EduSpot.
- Each pupil's performance is monitored regularly, and reviews are conducted to ensure that the support strategies in place are facilitating learning and enabling the pupil to achieve. The Education Wraparound Team consisting of the Head of Education, Director of Student Services, Inclusion Manager, Tutors, inclusion workers, Pastoral Lead and wider pastoral support assistants work together to ensure all support is in place and regularly reviewed and developed.
- Those requiring 1:1 support outside of the classroom will follow a programme designed to meet their needs and this will be designed by the SENDCo in conjunction with the wider teaching team and delivered by the SENDCo and members of the classroom Support team.

Support for social, emotional and mental health needs (SEMH)

Management and staff at Employability Solutions are committed to removing barriers to learning and encourage students and young people to achieve and "exceed expectations".

Emotional, physical and mental wellbeing are seen as priorities and supported through our wraparound support and every staff member's nurturing approach. Pastoral interventions focus on supporting young people to develop emotional resilience through coping strategies and developing a secure sense of self and increasing self-confidence.

All staff members are encouraged to employ a preventative approach when it comes to behaviour, maintaining an awareness of each learner's specific needs and following the relevant support strategies to limit the incidence of disruptive behaviour. In addition, staff actively promote and reward good behaviour using our reward system.

Management and staff also work closely with support from external agencies to provide additional support for students who need it including links with CAMHS, GPs, NHS England and Child Centre for Mental Health and University College London and Birmingham.

All staff are trained in Trauma Informed Practice and our Huddersfield based Student Services Manager is undertaking holds Trauma Informed Practitioner Status.

Several staff are appointed Mental Health First Aiders.



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Pastoral Care

Tutors offer advice and guidance on a 1 to 1 basis regularly. Students and young people are encouraged to approach tutors with their concerns as they arise

- A mentor provides timetabled interventions alongside ad hoc interventions when the need arises.
- Informal check ins are available to all students daily and more intensive pastoral support is available on request, referral or during an incident/crisis.
- The whole staff team contribute to the supportive ethos and students know that they can approach staff if they have any pastoral needs.
- Access to counselling will be available to all students.
- Where appropriate, students will be signposted or referred to other services promptly and with transitional support.
- Provide feminine hygiene products, deodorants in toilets etc.
- C-Card trained staff; Employability Solutions is approved by NHS to offer free contraception (condoms) to those who request it.
- In-house specialist Substance Misuse and Harm Reduction Practitioner (Pastoral Lead).

Monitoring and Reporting Student Progress

Our whole curriculum is based around half termly reviews which allows students regular opportunities to consolidate and extend their learning to make their learner journey as personalised as possible.

At the start of their journey with us learners are assessed and agree initial targets in maths and English alongside pastoral and individual targets identified during the induction process. This forms the basis of their Individual Learning Plan.

All students have their Individual Learning Plan reviewed at the end of every half term during a face to face session with their tutor which allows them the opportunity to review their own progress and agree targets for the next half term. This review includes subject targets, pastoral targets and individual targets.

If students have specific interventions in place to enable them to access the curriculum, the effectiveness of these interventions and student progress made are also reviewed half termly or at the end of the intervention, whichever is soonest.

Subject progress data and intervention data are updated half termly and used to inform reviews.

To support the effective monitoring of student progress, staff meet fortnightly for curriculum meetings and student strategy meetings where actions are agreed and monitored, and the impact of interventions evaluated for their effectiveness.

For all students, we also report home every term with an ILP Integrated Report and parents are given the opportunity to attend their young person's ILP reviews.



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Monitoring & Review of the Curriculum

- The curriculum will be comprehensively reviewed once a year or when relevant government policies that influence the curriculum are introduced
- As the curriculum is interest and needs driven it is very much shaped by the current cohort and as such has flexibility within it to develop new activities, enrichment, focus events and subjects to suit the needs of the students whenever this need is identified.
- The first half term of each new academic year is when students are settled in and supported to be ready for learning but also a time when the skeleton of the curriculum can be worked on by the whole curriculum team to ensure that the needs and interests of the students are met by a rich, relevant and accessible curriculum.
- Fortnightly curriculum meetings allow for the regular sharing of good practice and ideas, allowing changes to be actioned, monitored, and reviewed in a timely manner
- Leadership and management will use local labour market data to plan for development – selecting subjects in the areas that will improve students' opportunities for securing employment and apprenticeships if that is their desired destination
- The annual curriculum review will involve an analysis of subject success rates; tutors' feedback on what works and what needs improvement; the resources or training requirements of tutors
- The observation of teaching, learning and assessment will serve not only to monitor the quality of teaching but the suitability of the curriculum to pupil's needs

Related Policies and Documents

Guest Speakers

Careers Programme

Schemes of Work and Unit Plans

RSE Policy

Careers Education Policy

Delivery Overviews and Schedules

Initial Assessment Flow Charts

Exams and Qualifications Policy

Standardisation and Moderation Policy

IQA documentation