



CURRICULUM POLICY

Policy Date	January 2026
Author	Mike Marshall - Principal Tracy Douglas – Deputy Principal
Review Date	January 2027

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Curriculum intent
4. School ethos and aims
5. Organisation and planning
6. Our three-dimensional curriculum
7. Reporting and assessment
8. Equal opportunities
9. Monitoring and review

Our curriculum is inclusive, ambitious and carefully designed to meet the individual needs, strengths and aspirations of our pupils. It provides meaningful learning experiences that support academic progress, personal development and preparation for adulthood.

Our approach is guided by our core values:

Belong – Pupils experience a curriculum that promotes inclusion, positive relationships and emotional safety, enabling them to feel confident, valued and ready to learn.

Commit – We are committed to high-quality teaching, personalised pathways and a broad, balanced curriculum that reflects statutory expectations while remaining flexible and responsive to individual need.

Thrive – We enable pupils to develop knowledge, skills, independence and resilience so they can achieve success and make sustained progress.

Impact:

Through a well-sequenced, autism-informed curriculum, pupils demonstrate improved engagement, increased independence and measurable progress across academic, social and life skills. This ensures pupils are well prepared for their next steps and able to flourish both in school and beyond.

Statement of intent

At Turning Point Academy, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2024) 'Working together to improve school attendance'

2. Roles and responsibilities

Senior Leaders, Subject-Leaders and teachers are responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the board of trustees on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and LSPs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.

- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

At our school, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

4. School ethos and aims

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

5. Organisation and planning

In general, lessons will be separated into three core stages:

- **Power Up** – this aims to engage learners immediately and hook them into the learning. It provides opportunities to practice retrieval and develop vocabulary and key skills.
- **Discover and Share** – this lesson input ensures content delivery and the development of ideas collaboratively.
- **Practice and Reflect** – pupils will apply their learning and practise their skills. Teachers use this time to provide live feedback and address misconceptions as they occur.

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils coordinate series' of events.

- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with LSPs and access to specialist resources and equipment where required.

LSPs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Our Three-Dimensional Curriculum

At our school, learning is built around a three-dimensional curriculum that recognises pupils as whole individuals and prepares them for both success in learning and success in life.

Our curriculum is structured across three interconnected strands: **Core, Creative and Life**. Together, these strands ensure pupils develop the academic foundations, personal skills and real-world understanding they need to progress confidently to their next steps.

The Core Curriculum provides pupils with essential knowledge and skills in key subjects, delivered through adaptive, high-quality teaching that reflects individual needs and starting points. The Creative Curriculum enables pupils to express themselves, build confidence and develop transferable skills through engaging, practical and exploratory learning experiences. The Life Curriculum equips pupils with the skills needed for independence, wellbeing and positive participation in their communities, with a strong focus on preparing for adulthood.

Underpinned by trauma-informed, relational and inclusive practice, our three-dimensional curriculum ensures pupils feel a strong sense of belonging, are supported to commit to their learning, and are empowered to thrive both during their time at school and beyond.

Learning environments are structured, predictable and nurturing, allowing pupils to feel a strong sense of belonging. High expectations and clear routines encourage pupils to commit to their learning, while targeted support and enrichment opportunities help them to thrive both in school and beyond.

Through this approach, we aim not only to raise outcomes, but to develop confident, resilient and capable young people who are prepared for further education, employment, training and adult life.

Our Core Curriculum Offer

Our Core Curriculum is designed to meet the individual needs, strengths and aspirations of every pupil, recognising that learning is most successful when young people feel safe, understood and valued.

At the heart of our curriculum is a strong focus on the following subjects –

- English
- Mathematics
- Science
- Computing

These subjects are delivered through carefully planned, adaptive teaching that takes account of pupils' starting points, barriers to learning and personal circumstances. Teaching is practical, engaging and appropriately paced, ensuring pupils build secure foundations, develop confidence and experience success.

Alongside academic learning, our Core Curriculum places equal importance on personal development, communication, emotional regulation and life skills. Pupils are supported to develop their independence, resilience and self-belief, enabling them to engage positively with learning and with others.

Through our Core Curriculum, we aim to prepare pupils not only for qualifications and next steps, but for successful, meaningful and fulfilling lives as confident learners and responsible members of their community.

Our Creative Curriculum Offer

Our Creative Curriculum provides pupils with meaningful opportunities to express themselves, explore their interests and discover their strengths through a broad and engaging range of creative experiences.

The curriculum includes the following subjects –

- Art & Design
- Design Technology
- Food Technology
- Music
- PE and fitness
- Construction (KS4 option)
- Animal Care (KS4 option)
- Health & Fitness (KS4 option)
- Photography (KS4 option)
- E.Sports (KS4 option)

These subjects are carefully adapted to meet the diverse needs of our pupils. Learning is hands-on, exploratory and inclusive, enabling pupils to access creativity in ways that build confidence, communication and self-esteem.

Creativity plays a vital role in supporting emotional regulation, social development and wellbeing, particularly for pupils who may find traditional academic learning challenging. Through structured creative activities, pupils learn to take risks, solve problems, work collaboratively and persevere — developing the skills they need to commit to learning and personal growth.

By engaging in creative learning, pupils are supported to thrive — developing independence, resilience and transferable life skills that prepare them for future education, training, employment and participation in their communities.

Our Life Curriculum Offer

Our Life Curriculum is designed to equip pupils with the essential skills, knowledge and confidence they need to lead safe, independent and fulfilling lives beyond school.

The curriculum focuses on the following subjects / areas –

- Personal, Social, Health and Citizenship Education (PSHCE)
- Relationships and Sex Education (RSE)
- ASDAN Award Scheme
- Employability skills
- Duke of Edinburgh Award Scheme
- John Muir Award Scheme

- Forest Skills and Bushcraft activities
- Residential experiences
- Restorative and relational practice
- Character and resilience building
- Stress management & relaxation
- Well-being
- Enrichment activities

Learning is purposeful, real-life and highly personalised, enabling pupils to apply skills meaningfully both in and beyond the classroom.

A strong emphasis is placed on preparing for adulthood, supporting pupils to develop independence, resilience and responsibility. Pupils are encouraged to make informed choices, understand their rights and responsibilities, and develop the confidence to advocate for themselves. These skills directly support outcomes related to independent living, community participation, employability and wellbeing.

Our Life Curriculum also prioritises social development and positive behaviour, helping pupils to build and maintain healthy relationships, work collaboratively with others and manage challenges appropriately. Teaching is underpinned by trauma-informed, relational practice, ensuring pupils feel safe, supported and able to engage fully in learning.

By embedding our values of Belong, Commit and Thrive, the Life Curriculum helps pupils develop a strong sense of identity and purpose. Pupils learn that they belong within their school and wider community, are supported to commit to personal growth, and are empowered to thrive as confident, capable and responsible young people prepared for the next stage of their lives.

7. Reporting and assessment

Informal, low-stakes assessment will be carried out periodically to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Assessment and Pupil Progress Policy.

8. Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

9. Monitoring and review

This policy is reviewed annually by the Principal and the board of trustees.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is September 2026.