



Curriculum, Teaching, Learning and Assessment Policy

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- [-This Policy should also be read with the School Prospectus](#)

Policy Information		
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Date: November 2025 Name of reviewer/s: Amy Clewlow	updated pathways	November 2026
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Curriculum, Teaching, Learning and Assessment Policy

1. Introduction and Ethos

At Intuition School, we provide an educational community that is rich in aspiration, innovation, and nurture. We aim to create an environment where every student can thrive academically, socially, and emotionally. Our bespoke teaching methods and evidence based strategies ensure that our students have the best possible opportunities to emerge as emotionally secure and resilient young adults. Our curriculum is designed to enable students to develop the essential skills they need for adult life, focusing on linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, and creative development. We aim to provide a holistic and inclusive education that caters to the needs of each student, with particular emphasis on functional/practical skills, aspirational learning, wellbeing, and life skills.

Our ethos is to provide a nurturing and aspirational environment where students feel safe, valued, and respected. By using individualised teaching approaches and drawing on research based strategies, we foster emotional resilience, enhance academic potential, and develop life skills. Our goal is to prepare students for life beyond school, equipping them with the tools to navigate both everyday challenges and future opportunities. We are committed to supporting each student in achieving their personal and academic goals, ensuring they are well equipped for adulthood.

2. Legal and Statutory Framework

Our curriculum is underpinned by:

- The Children and Families Act 2014
- The SEND Code of Practice (2015)
- The Equality Act 2010
- The National Curriculum (adapted and personalised as appropriate)
- The Preparation for Adulthood pathways (PfA)
- Statutory guidance on careers education, RSE, and safeguarding

3. Curriculum Design and Skills Pathways

We believe that every child should develop a range of skills in order to become successful and well rounded individuals. Our curriculum is focused on fostering the following areas of development:

- **Linguistic Skills:** Through English and communication focused activities, we support the development of reading, writing, speaking, and listening. The teaching of literacy and literacy skills is not, however, confined to these subjects. Teachers will encourage good linguistic and literary standards in all subjects as evidenced in Medium Term Planning.
- **Mathematical Skills:** This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of

mathematics is developed in a variety of ways including practical activity, exploration and discussion.

- **Scientific Skills:** This area is concerned with increasing the student's knowledge and understanding of nature, materials and forces, and with developing the skills associated with science as a process of inquiry, i.e. observing hypotheses, conducting experiments and recording their findings.
- **Technological Skills:** Technological skills for the students can include information and communication technology, developing, planning and communicating ideas, working with equipment, materials and components to produce products that the students are proud of, and evaluating processes and products.
- **Human and Social Skills:** This area is concerned with people and their environment and how human action, now and in the past, has influenced events and conditions. At Intuition School History, Geography and Religious Education make a strong contribution to this area intrinsically weaved into the curriculum.
- **Physical Skills:** The aim in this area is to develop the physical control and coordination of the students, as well as their tactical skills and imaginative responses to help them evaluate and improve their performance. Students also acquire knowledge and understanding of the basic principles of fitness and health.
- **Aesthetic and Creative Skills:** This area is concerned with the process of making, composing and inventing. There are aesthetic and creative aspects to all subjects, but some make a particularly strong contribution; including computing and the study of literature, music, art and drama, as they call for personal, imaginative and often practical responses.
- **Living and working in the wider world:** This area expands upon our student's knowledge and skills for living. We hone in on developing practical skills within a home environment (cooking, cleaning and practical life skills), being safe in the community (travel training, online safety, positive relationships, PSHE topics), nurturing aspirations for their future (preparation for adulthood and careers) and linking in with the wider community (charity events, educational visits). We have specific lessons that teach these valuable skills; however topics are often entwined within other lessons.

We structure our curriculum around three skills pathways that are designed to be adaptive. Our skills pathways include:

Essential Skills:

For students working below GCSE level, typically aligned with Functional Skills Entry Levels 1–3. This pathway is designed to be aspirational, focusing on building the secure foundational knowledge and skills needed to enable future progression towards GCSE. It also supports students with inconsistent attendance, ensuring they develop the essential understanding required before moving on to the next assessment level or pathway.

Developing Skills:

For students working at GCSE Grades 1–4, broadly equivalent to Functional Skills Levels 1 and 2.

Advancing Skills:

For students working at GCSE Grades 5–9.

Pupils are allocated a pathway based on their assessment results and future predicted grades.

Our curriculum is delivered in 5 lessons per day, with tutor time and interventions in addition to this. We typically group students by key stage; however this is dependent upon cohort and ability levels academically and socially.

Subjects Offered

Subject	Level /Certification	Awarding body	Qualification Level / Progression Information
Maths -Functional Skills -GCSE	E1, E2, E3, L1, L2 GCSE 4-9	Open Awards TUTE TBC	Entry level 1-3 This is similar: 1 GCSE below grade G or 1, but not a direct equivalent Level 1 A level 1 qualification is similar to a GCSE at grades D–G or 1-3, but not a direct equivalent Level 2 A level 2 qualification is similar to a GCSE at grade C or 4, but not a direct equivalent
English -Functional Skills -GCSE	E1, E2, E3, L1, L2 GCSE 4-9	Open Awards TUTE TBC	
Science	ASDAN Science Award	ASDAN	
Various ASDAN Awards appropriate to the cohort. This can include: -PSHE KS4 -Geography -History -Foodwise	ASDAN Award	ASDAN	
Non-Qualification Programme Activity:			
KS3 PSHE (via PSHE association and external workshops, introducing age appropriate Preparation for Adulthood)			
FRIENDS – emotional resilience programme			
Forestry School Skills			

Emotional Wellbeing
Animal Care
Physical Education and Team Games
Pupil Voice/SMSC
History {through thematic links}
Digital Skills (based on the recognised Digital Skills Programme)
Geography {through thematic links}
Topic (Music, MFL, Drama, life skills, food technology, RE, DT, vocation/enterprise skills etc.)
KS4 Preparation for Adulthood (Careers, entrepreneurship,/enterprise, travel training, transition planning, finance etc.)
Holistic Curriculum Offer:
Mindfulness
Enrichment (Friends and relationships, team building, community inclusion, maintaining good health, skills for further education, training and employment).
Relationship Building and Positive Friendships
Family Links Parenting Course
Spiritual, Moral, Social and Cultural Vocational Experiences
Community and Charitable Programme
Work Experience
Travel Training
Creative studies

Subject Rationales

We have Rationales/curriculum maps for each of the subjects on offer at Intuition School. These are included in our medium term plans for each topic. Curriculum maps are available upon request. We aspire for all of our students to reach their full potential and give all students access to GCSE level learning and assessment. With this in mind, all decisions around qualification routes are a decision

bespoke to each student. We take a holistic approach and consider the pupil and parent's wishes, academic data, professional opinions and the resilience of the student. Following this careful consideration, we develop an aspirational, appropriate plan for our students. This will include the allocation of a skills pathway (Essential, developing and Advancing), leading to qualifications and awards such as GCSEs, Functional Skills and ASDAN awards.

4. National Curriculum, GCSEs and Functional Skills

While the National Curriculum informs our planning, we operate the three skills pathways to identify suitable qualification routes. Most of our students are likely to access functional skills exams; however we have high aspirations for our students and we fulfil this aspiration by covering GCSE/age appropriate topics and texts, giving the foundation for GCSE learning for pupils who can access it. We ensure that learning is practical, relevant, and tailored to the individual needs of our students. We focus on enabling students to gain the skills they will need for independent living, further education placements and future employment, with a particular emphasis on literacy, numeracy, Science, life skills and social emotional development. Students can gain qualifications in the core subject areas; however, we also teach Art, Humanities, PE, Digital Skills, Topic (music, drama, media, languages, food technology etc.)

The curriculum is constantly under review, taking account of the changes in the needs of our students and of those of our society.

We aim to do this in a fun and exciting environment developing our student's self motivation, ability to think and learn for themselves, and application of their intellectual, physical and creative skills.

At Intuition School, the English and mathematics curriculum is structured to ensure that all students experience success, progression, and meaningful preparation for adult life. Our curriculum model recognises that many of our learners have experienced disrupted education, repeated academic failure, anxiety related to formal examinations and barriers to engagement with traditional qualification routes. As such, qualification pathways are selected to maximise attainability, confidence, and long term outcomes, rather than repeated exposure to high stakes failure.

Rationale for the Use of Functional Skills (Pre GCSE and Grades 1–3)

For students predicted to be working below or working at GCSE grades 1-3 in year 11, whereby a holistic decision has been made to access Functional Skills qualifications, we use Functional Skills success criteria in English and Mathematics to form the core curriculum offer. In order to broaden the core offer, we do this through the medium of age appropriate national curriculum topics and themes, still giving access to GCSE material and texts, raising aspirations. Students on these pathways will access materials in addition to the core offer that give students an opportunity to gain the skills needed for GCSE. This decision reflects our commitment to learner wellbeing, academic progress, and achievable progression routes.

Building Confidence and Re-engagement with Learning

Many students at Intuition School have previously experienced repeated difficulty or failure within the GCSE system. Research and sector guidance indicate that repeated GCSE resits at low prior attainment can negatively impact learner confidence and motivation.

Functional Skills support re-engagement by:

- Providing success based learning, with clear, incremental outcomes rather than reliance on a single terminal examination.
- Reducing assessment anxiety through accessible and flexible assessment models.
- Allowing students to rebuild a positive learner identity through achievable milestones, which directly supports improved attendance, behaviour, and participation.

This approach aligns with Intuition School's therapeutic and relational model, ensuring that emotional readiness and academic readiness develop together.

Relevance to Real Life and Vocational Pathways

Functional Skills qualifications prioritise applied literacy and numeracy, enabling students to develop skills that are immediately relevant to daily life, employment, and vocational learning.

At Intuition School, this includes:

- Applying mathematics to budgeting, data interpretation, and problem solving.
- Developing functional literacy through workplace communication, reading for meaning, and purposeful writing.
- Embedding learning within vocational and contextualised scenarios, which supports engagement for students who struggle with abstract or theoretical content.

This ensures that English and Mathematics are experienced as useful, meaningful, and transferable, rather than abstract academic hurdles.

Attainable Progression to Functional Skills Level 2

For many learners, Functional Skills offer a more efficient and realistic route to achieving a Level 2 qualification.

- Level 2 Functional Skills typically require significantly fewer guided learning hours than a full GCSE course.
- Assessments are available on demand throughout the year, allowing students to progress when ready rather than waiting for fixed exam windows.
- Functional Skills Level 2 is a recognised Level 2 qualification. In English and Mathematics, regulated Functional Skills Level 2 qualifications are accepted for many employment, further education and apprenticeship purposes, subject to the entry requirements of the relevant provider, employer or programme

This enables students to secure recognised qualifications while maintaining momentum in their wider curriculum and personal development.

Advancing Pathway: Access to GCSE English and Mathematics

Intuition School maintains a clear Advancing Pathway for students who demonstrate the academic potential, emotional readiness, and learning behaviours required to access GCSE English and Mathematics.

Students may be placed on, or transition to, the Advancing Pathway where:

- Assessment evidence indicates attainment above the Functional Skills curriculum.
- Students demonstrate sustained engagement, attendance, and resilience in learning.
- Progress data shows the realistic potential to achieve GCSE outcomes.

This pathway ensures that:

- Students capable of achieving GCSEs are not restricted by a single qualification route.
- Academic progression remains aspirational and flexible.
- GCSE study is purposeful and targeted, rather than driven by blanket expectations.

Curriculum Intent Summary

The English and Mathematics curriculum at Intuition School:

- Prioritises confidence, engagement, and success for learners working at GCSE grades 1–4.
- Uses Functional Skills as a deliberate, evidence based curriculum choice, not a reduced expectation.
- Maintains a clear progression route through the Advancing Pathway for students able to access GCSEs.
- Aligns with statutory guidance, funding regulations, and best practice in alternative and specialist education.

Our staff are enthusiastic and have good knowledge of the subject matter being taught. They adopt teaching methods applicable to the student's learning and pastoral needs. We understand that students learn in different ways and respond to different types of input (visual, auditory or kinaesthetic) therefore our teachers will deliver teaching in different ways to address the needs of each student. Each student has a PSSP, which is designed to identify key information regarding the needs of our students both academically, socially and pastorally. The PSSP document is used to review progress in EHCP targets and also inform on areas for development.

Students are taught in mixed age classes and work according to their ability. This ensures that students only progress to the next level when their knowledge and understanding of a subject is secure, enabling individual needs to be met. Lessons are planned and the following are the types of activity in which the students take part: investigations and problem solving, research, computing, practical activities, outdoor activities and visits, debates, role play, drama and oral presentations, cookery, gardening, enterprise projects and creative study etc. Students may undertake work

independently, in pairs or in groups. We encourage students to take responsibility for their own learning.

We are inclusive to all of our students as we take account of their individual needs and ensure all are treated fairly and equally. We make reasonable adjustments where necessary. We follow the SEND Code of Practice and our SENCO reviews EHCPs regularly to ensure all interventions are in place and making a difference to each student.

With positive relationships as the foundation, we adopt a trauma informed approach. The Behaviour Policy outlines how best we encourage good behaviour through a series of effective strategies that encourage all the students to behave responsibly both in and out of school.

We monitor curriculum, teaching and learning by:

- Reviewing each subject area of the curriculum regularly.
- Ensuring that all abilities are taught the requirements of our curriculum and that lessons have appropriate learning objectives and outcomes.
- Monitoring and reviewing school practices which impact upon teaching and learning.
- Monitoring and reviewing the way in which subjects are taught.
- Monitoring the support that class teachers require.
- Using and assessing well judged and effective teaching methods and managing class time.
- Setting up Personal Safety and Support Plans for students.
- Implementing the School's Relationships Policy consistently.

5. Planning, Progress, and Assessment

We adopt a rigorous approach to planning, progress tracking, and assessment, ensuring that each student is given the best opportunity to succeed. Our approach includes:

- A 5 year Curriculum Overview of themes.
- Curriculum Maps of all subjects.
- Medium term planning based on a topic for each subject. Outlining the three skills pathways.
- Weekly Plans for each class.
- Lesson Observations and Book Scrutinies focussing on Prior Learning, quality of planning/delivery and feedback given and received from students.
- Clear and accurate individual Personal Support and Safety Plans that inform teaching staff of learning needs, EHCP targets, Maths and English targets, pastoral needs, BKSBS assessment results, Boxall Profile data.

The school has a high ratio of teaching staff to pupils and we also have a close working relationship with parents/carers; both of these factors enable us to know the students well, be able assess their needs and to plan lessons to take account of each student.

Assessment (Please see appendix A)

Assessment is ongoing and in a variety of formats (not exhaustive), we typically assess the students termly.

The assessment process enables teachers to be able to accurately, plan and then deliver appropriate work and also allows us to see each student's progress. Subject leads and class teachers will be responsible for administering and analysing assessment results. The assessments will be used to judge student's starting points, ensure we meet the needs of the students, monitor progress over time, identify trends and clear next steps.

Progress is assessed through a variety of means and is measured on a regular basis with targets set and lesson plans put in place. Assessment data is also documented on individual Personal Safety and Support Plans, which are dynamic documents, under constant review. Our termly Governors Report encapsulates this data well.

Informative assessment takes place continuously in the classroom and comprises of:

- well understood learning objectives, which are shared with the students.
- plenaries being used as assessment opportunities.
- effective teacher questioning.
- observations of learning.
- analysing and interpreting evidence of learning to inform future planning.
- sensitive and positive feedback to the students.

Some regular summative assessment will also take place, such as:

- Precision Teaching of Spelling and Multiplication.
- Half termly 'teacher' based assessments. For example, end of unit quizzes, mock exams.
- Baseline cognitive assessment such as the CAT4.
- Reading Age Assessment, Salford Reading Test.
- Termly online progression testing and diagnostic testing {BKSb}.
- Practice examinations and Formal Examinations.

Our students will also have EHCP targets that are reviewed each half term, whereby progress is monitored and recorded.

End of term reports and parents/carers evenings assess each student's progress and effort in each area of the curriculum.

Our assessment process will be moderated within our quality assurance practices.

6. Staff Training and Resources

Intuition School provides continuous professional development (CPD) for all staff to ensure that we are using the latest evidence based strategies and techniques to support students. Training focuses on:

- **SEND:** Ensuring that staff are well equipped to meet the needs of students with a variety of special educational needs and disabilities.

- **SMSC (Spiritual, Moral, Social, and Cultural Education):** Promoting an inclusive environment that respects diversity and encourages students to become responsible, active citizens.
- **Effective Teaching:** Providing staff with up to date teaching methodologies and approaches to make learning accessible to all students.
- **Communication with Parents/Carers:** Training staff on how to effectively engage with families to support students' learning and wellbeing, as well as managing concerns and complaints.
- **Pastoral/safeguarding training:** Staff are kept up to date with best practice around safeguarding, prevent etc.

7. English as an Additional Language (EAL)

We ensure that students with English as an Additional Language (EAL) receive appropriate support, both academically and socially, to help students access the curriculum and integrate into the school community. EAL students will receive tailored English language support, as well as additional interventions where necessary, to enhance both their language skills and confidence.

8. SEND Provision

At Intuition School, all students have an additional need within SEN and we are committed to ensuring that all students with Special Educational Needs and Disabilities (SEND) receive the support they need to succeed. This includes:

- **Differentiation/adaptation** by task, outcome, support, choice, and resource to ensure that learning is accessible for all students.
- **Over Learning** of key concepts to support the students in retaining information and developing their understanding.
- **Tailored interventions** to address specific learning barriers, including small group sessions, 1:1 support, and access to therapeutic interventions.
- **Regular reviews** of students' progress through their Individual Intervention progress tracking and regular meetings with the SENDCO and teaching team.

9. Educational Visits and Community Links

We believe that educational visits and community engagement are a vital part of our curriculum and SMSC development. Students will have access to a range of experiences, including:

- **Regular educational visits** to museums, exhibitions, theatres, and other relevant locations.
- **Community projects** that allow students to connect with others and build social responsibility and empathy.
- **Travel training** to promote independence and prepare students for life beyond school.

10. Interventions

We provide a range of interventions to address the academic and emotional needs of students:

- **Literacy, numeracy and SEMH interventions** for students who require additional support to fill any gaps in academic learning and complete specific activities on friendships, emotions, regulation etc.
- **Therapeutic interventions**, including therapeutic mentoring, to address social, emotional, and mental health needs.
- **Social skills and emotional regulation programs** to help students build resilience and confidence in their interactions with others.

11. Personal, Social, Health, Citizenship and Economic Education

We actively promote personal, social, health, citizenship and economic education for each student to aid their understanding. It is an important part of a student's development and it is an integral part of our curriculum, reflecting the school's aims and ethos incorporating British values into our daily activities.

Through good role models, students receive a comprehensive, ability appropriate programme.

We provide positive experiences through planned activities so that our students:

- understand the need for, and take part in activities to establish a healthy lifestyle
- are aware of the needs of themselves and those around them
- engender mutual respect and tolerance of those with different faiths and beliefs
- understand that certain characteristics are protected by law
- understand and have regard for the fundamental British Values of Democracy, the rule of law and individual liberty
- have economic education to prepare them for the next stage in their life
- have age appropriate sex and relationship education

12. Communication with Parents/Carers, Concerns or Complaints

At Intuition School, we believe that parents and carers play a key role in supporting their child's education. We maintain open lines of communication with families to ensure that we work together to meet the needs of each student. If any concerns or complaints arise, we encourage a constructive dialogue and are committed to resolving issues in a timely and professional manner.

We believe that parents and carers have a fundamental role to play in helping students to learn; to this end we do all we can to inform them about how their students are learning and achieving by:

- Holding Parent/Carer afternoons to share updates and include Parents/Carers in the curriculum.
- Uploading information to our website to share the topics within the lessons.
- Uploading Curriculum Policies and Overviews to the School Website and informing social media of events and celebration.
- Sending termly reports to parents/carers, in which we explain the progress made by each student and indicate how the student can progress or improve further.
- Maintaining strong lines of communications with all parents/carers.
- Half termly newsletters and regular updates

We believe that parents/carers have a responsibility to support their students and the school in implementing the Parent/Carer Agreement. We would like parents to:

- Ensure that their child has the best attendance and punctuality possible.
- Do their best to keep their child healthy and fit to attend school.
- Inform the school if there are matters outside of school, which are likely to affect their child.
- Promote a positive attitude towards the school, staff and learning in general.

13. Differentiation/ Adaptive Teaching

At Intuition School, differentiation takes place in all lessons in order to ensure that each and every one of our pupils is able to access the curriculum to their full potential and to feel confident in their success as a learner. Effective differentiation helps pupils to realise excellence through perseverance. Rather than operating the more typical 'Gifted and Talented' provision delivered in many other schools to target higher attaining and/or highly engaged pupils, we believe that all pupils should be stretched and encouraged to learn both in and beyond the classroom. Where pupils show a particular aptitude and/or interest in an area of learning, the teacher will identify and monitor this and, where possible, plan opportunities within the school. Parents will also be provided with information about opportunities beyond school; out of school achievements in any area are shared and celebrated in school.

For this reason, our ultimate aim is that differentiation/adaptation should be personalised, such that each student is able to work to secure maximum learning and engagement.

Our approach to differentiation/adaptation ensures that every student is provided with the necessary resources, support, and opportunities to succeed. This includes:

- **By task** – where pupils of differing abilities and/or learning styles are given tailored activities to enable them to achieve the Learning Objective to the best of their abilities.
- **By outcome** – where all pupils are given the same, open-ended tasks to complete allowing for pupil response at different levels. This can be demonstrated through the use of 'All, Most, Some' structure for Learning Outcomes, within an all- encompassing Objective. This should not be relied on regularly as the sole means of differentiation, however, since it can inhibit the attainment of pupils at the lower performing end of the class.
- **By support** – where more support is given to some pupils than others. It should not be assumed that more support will necessarily be given to one particular pupil demographic, since it will vary by task – in some situations, for example, those pupils with SEND may need personalised support, whilst in others More Able pupils may need help to reach the next level of understanding.
- **By choice** – Where more than one method or strategy may be deployed in order to achieve the same Learning Outcome, pupils are allowed to select the style/method that will work for them, and that they enjoy. This is most effectively used when accompanied by time for pupils to reflect upon whether they feel their choice was the right one and the way in which they learn best.

- **By resource** – Where a different array of resources may be provided based on attainment and understanding, since some resources may be more or less suitable depending upon literacy, speed of working, need for stretch and challenge, etc.

A truly effective lesson makes use of multiple types of differentiation. At Intuition School differentiation and personalisation are central to teaching and learning and ensure that all learners can access the learning provided. Our pupils have a wide ability and age range and for some pupils English may be their second language.

A curriculum that is differentiated/adapted for every pupil will:

- build on past achievements.
- present challenges to allow for more achievements.
- provide opportunities for success; remove barriers to participation.

Pupils learn at different rates, have different areas of interest and different levels of motivation. It is unlikely that all pupils in the same class will be at the same level in particular attainment targets. Similarly, it is unlikely that any one pupil will be at the same level in all parts of a programme of study. All classes will require an element of differentiation if the pupils are to meet all the learning outcomes.

The aim is to create a learning environment that encourages students to engage their abilities to the greatest extent possible, including taking risks and building knowledge and skills in what they perceive as a safe environment.

It should focus on:

- encouraging independence – tolerating and encouraging student initiative.
- accepting – encouraging acceptance of others' ideas and opinions before evaluating them.
- variety – including a rich variety of resources, media, ideas, methods and tasks.
- higher levels of thinking: setting tasks involving logical problems, critical thinking and problem solving.

Tasks across all subjects should be varied and include:

- open endedness: encouraging risk taking and the response that is right for the pupil by stressing there is no one right answer.
- group interaction: with highly able and motivated pupils sparking each other in the task, with this sometimes being on a competitive and sometimes on a cooperative basis (depending on the task and its objectives).
- variable pacing: allowing pupils to move through lower order thinking more rapidly but allowing more time for students to respond fully on higher order thinking tasks.
- variety of learning processes: accommodating different pupil's 'learning styles.
- debriefing: encouraging pupils to be aware of and able to articulate their reasoning or conclusion to a problem or question.

- varied grouping strategies: facilitating pupils to work with “like minds”, in some situations, or deliberately using ‘mixed-ability’ grouping where interaction and differentiated roles may benefit all participants.

Language Considerations It can be misleading to assume that the language used by a teacher will be understood by all the class. Some pupils have very weak linguistic abilities with both receptive and expressive language problems. They may miscomprehend simple commands and appear to be disengaged, when in reality they just do not understand the instructions. Bearing this in mind, the teacher needs to differentiate the language used, keeping it simple, again highlighting key words, and asking pupils to repeat the instructions of a given task in their own words.

Adjusting Questions: during group discussion activities, teachers direct the higher-level questions to pupils who can answer them and adjust questions accordingly for pupils with greater needs. All pupils are answering important questions that require them to think but the questions are targeted towards the pupil’s ability or readiness level. Teachers need to know what the Learning Outcomes are and assess whether these have been reached. Contextualisation (Maths / English minimum core) is present within schemes of work and this disseminates through to short term planning, teaching and learning.

Good Teaching Practices: Teachers should get to know the pupils well, becoming aware of any factors which may affect their learning, e.g. minor hearing problems. Moving around the class will let pupils feel they have had the teacher’s individual attention.

All teachers and learning coaches will be informed of individual students' needs following the Initial Assessment. This will give relevant information about the student such as previous levels, current baseline levels and preferred styles of learning as well as any necessary strategies that are required. This is essential information before teaching commences and will be reviewed frequently. Subsequent planning is then formed with these aspects fully in mind.

An ethos should be established whereby a contribution from pupils is valued, with all achievements being celebrated and pupils being encouraged to become involved and to take risks with the articulation of ideas and suggestions.

Constructive Feedback is given to pupils orally and in the marking of their work (see Assessment Policy).

Records of assessment, which indicate what each pupil has already achieved and their individual levels of understanding, are also kept.

14. Roles and Responsibilities

Senior Leadership Team: oversee strategic curriculum development and quality assurance and ensure teaching, learning and assessment meet the Independent School Standards (ISS).

Teachers and Support Staff: deliver personalised, engaging lessons and assess progress, advise and co-deliver targeted provision and ensure ISS compliance.

Governors: monitor curriculum effectiveness and alignment with school values and meeting the Independent School Standards.

15. Conclusion

The curriculum at Intuition School is designed to provide a rich, broad, and balanced education that equips students with the essential skills they need to succeed in adulthood. We are committed to offering a nurturing environment where every student is valued and supported in their learning journey. By adhering to the Independent School Standards and continuously reviewing our provision, we ensure that our students are provided with the best possible foundation for their future.

This policy will be reviewed annually to ensure that it continues to meet the needs of our students and complies with national guidelines and best practices.

Appendix A (assessment tools Spring 2026)

Assessment Tool	What It Assesses	Frequency of Assessment	Data It Provides
IXL	Maths and English; builds specific skills and identifies gaps	Baseline (50+ questions), then weekly recommended skills in intervention time	Diagnostic profile, progress tracking, skill-specific gaps
CAT4	Cognitive ability / reasoning	suggested every September	Cognitive profile, strengths/weaknesses, baseline data for planning, future predictions
End of Unit Skills Assessments	All subjects, skills gained during the unit are assessed	At the end of each unit	Evidence of learning and understanding, informs next teaching steps
Skills Checklists	3 skills pathways, evidences key skills gained during learning.	Ongoing / termly	Shows completion of skills, progress against objectives
Mock Exams/ questions (Maths & English)	Exam-style knowledge and application	Termly	Summative progress, readiness for exams, areas to target
PASS Functional Skills	Functional skills levels	Before exam periods (e.g., December & April)	Functional skills attainment, intervention targets
Salford Reading Test	Reading accuracy and comprehension	Every 6–12 months	Reading age, standardised comparison, progress tracking
Phonics Screening	Phonics decoding and early reading	Every 6-12 months	Decoding ability, gaps in phonics knowledge

Teacher Assessment	Curriculum knowledge, skills, application	Ongoing	Holistic judgement, progress notes, formative feedback
EHCP / PSSP Target Tracker	Progress towards EHCP / PSSP targets	Half-termly	Evidence of target achievement, progression tracking
ASDAN Assessments / Skills Trackers	Life skills, functional skills, project-based learning	Ongoing / per unit	Evidence of skills development, accreditation progress
Boxall Profile	Social, emotional, and behavioural development	As required	Strengths and areas for development, SEMH profile for intervention planning

Appendix B

GCSE Curriculum Enhancement and the Use of TUTE Education

Our curriculum is ambitious, nurturing and highly personalised. As a specialist school, we recognise that many pupils have experienced significant barriers to education, including SEND, disrupted education, anxiety, emotionally based school avoidance (EBSA), difficulties with emotional regulation and challenges relating to mental health and wellbeing. For some pupils, previous experiences of education may also have affected their confidence and their perception of themselves as successful learners. Our priority is therefore to create the safety, relationships and emotional readiness that enable pupils to reengage with learning, while ensuring that their additional needs do not place an artificial ceiling on their academic potential.

English and mathematics are central to our curriculum and our curriculum can stretch pupils towards GCSE level knowledge and skills. As an examination centre, we are able to provide Functional Skills accreditation onsite. However, where assessment, progress and the individual pupil's readiness indicate that GCSE study is an appropriate next step, we want pupils to have access to this opportunity too. We have therefore commissioned TUTE Education to enhance, rather than replace, our curriculum, providing a supported pathway to GCSE study and facilitating access to GCSE examinations. Our initial priority is English and mathematics, although other subjects may be accessed where these reflect a pupil's strengths, interests, aspirations and future destination.

TUTE was selected following consideration of the quality, safeguarding and flexibility of its offer. It provides live online teaching from QTS qualified subject specialists, with provision mapped to the National Curriculum and relevant examination board specifications. Its model includes differentiated teaching and structured reporting on attendance, engagement, attainment and progress. TUTE is currently accredited by the Department for Education under the non-statutory Online Education Accreditation Scheme, following quality assurance by Ofsted. This provides additional assurance alongside our own due diligence processes regarding safeguarding, safer recruitment, staff checks, curriculum quality and suitability of provision.

Importantly, accessing TUTE does not mean that a pupil is separated from the nurturing support of our school. Wherever possible, sessions will be facilitated onsite, with our staff providing the familiar environment, relationships, encouragement, regulation and pastoral support pupils need to access learning successfully. The school retains responsibility for safeguarding, supervision and the overall quality of each pupil's educational programme. We will monitor attendance, engagement, wellbeing and academic progress and regularly review whether the provision remains appropriate and is having the intended impact.

The flexibility of TUTE is particularly valuable for pupils experiencing anxiety, EBSA or periods of transition and reintegration. It may therefore form one element of an individualised and creative education package where maintaining a connection with learning, reducing anxiety and gradually rebuilding engagement are priorities. TUTE specifically offers provision intended to supplement school education and provide structure during short term interventions, transitions and reduced timetables. Any such arrangement will have a clear purpose, remain under school oversight and be regularly reviewed as part of the pupil's wider plan.

Ultimately, our use of TUTE reflects our belief that nurture and academic ambition should sit alongside one another. Pupils may require a different route, pace or level of support to reach their potential, but this should not mean lowering expectations of what they might ultimately achieve. Through our own curriculum, Functional Skills accreditation and carefully commissioned GCSE pathways, we aim to provide each pupil with the qualifications, confidence, wellbeing and belief in themselves that will support successful transition into further education, training, employment and adulthood.