



## Curriculum Policy

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This policy applies to all sites: Marsh Green | Standish | Holly House (Warrington) | Lancashire

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## 1. CURRICULUM VISION

At Infinite Schools, we believe that every pupil is entitled to an ambitious, broad and balanced education which enables them to flourish academically, socially, emotionally and personally, regardless of their starting point, previous educational experiences or identified needs.

Our curriculum has been designed specifically for pupils aged 11–16 who may have experienced barriers to education, including those with Social, Emotional and Mental Health (SEMH) needs, Special Educational Needs and Disabilities (SEND), Education, Health and Care Plans (EHCPs), disrupted educational journeys and additional vulnerabilities.

Our curriculum provides a coherent pathway from admission through to successful transition into further education, employment, apprenticeships or training. It combines high academic expectations with personalised learning, therapeutic support and carefully planned personal development so that every pupil develops the knowledge, skills, confidence and resilience needed to become successful adult citizens.

The curriculum reflects our core values of **Courage, Ambition and Excellence** and is designed to ensure pupils:

- acquire secure knowledge and understanding across a broad range of subjects;
- develop literacy, numeracy, oracy and digital competence across all curriculum areas;
- experience success through ambitious but appropriately adapted learning;
- understand how to keep themselves physically and mentally healthy;
- develop independence, resilience, responsibility and self-regulation;
- appreciate diversity and value difference;
- contribute positively to their communities;
- develop respect for democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths, beliefs and cultures;
- understand life in modern Britain and become active, responsible citizens;
- are well prepared for adulthood and lifelong learning.

Our curriculum is carefully sequenced so that pupils build knowledge over time, revisit prior learning and apply their understanding in increasingly complex contexts. High expectations, consistent routines and inclusive practice ensure every pupil is supported to achieve their individual potential.

## 2. CURRICULUM AIMS

Infinite Schools provides a curriculum which fulfils the requirements of the Education Act 1996, the Independent School Standards Regulations (ISSR), the SEND Code of Practice, the Equality Act 2010 and current Department for Education guidance.

Our curriculum aims are to:

- 2.1** Provide every pupil with a broad, balanced and ambitious education that is appropriately planned and sequenced to develop secure knowledge, understanding and transferable skills across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- 2.2** Enable pupils to acquire, develop and apply knowledge, understanding and practical skills through high-quality teaching that prepares them for the next stage of education, employment and adult life.
- 2.3** Ensure that the curriculum actively promotes the spiritual, moral, social and cultural (SMSC) development of pupils by promoting the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; developing respect for diversity, equality and protected characteristics; encouraging responsible participation within British society; providing opportunities to engage with the wider community and public institutions including Parliament, local government, the police, emergency services, healthcare professionals, charities and voluntary organisations; preparing pupils to make positive contributions as informed, responsible and respectful citizens.
- 2.4** Provide an ambitious curriculum that develops pupils' speaking, listening, reading, writing and numeracy skills across all curriculum areas and enables pupils to communicate confidently and effectively.
- 2.5** Promote intellectual curiosity, creativity, independence and resilience by encouraging pupils to question, investigate, solve problems and think critically.
- 2.6** Ensure all pupils, including those with SEND and Education, Health and Care Plans (EHCPs), receive an appropriately ambitious curriculum that is adapted to meet their individual needs whilst maintaining high expectations for achievement and personal development.
- 2.7** Develop pupils' physical health, emotional wellbeing and mental health through high-quality physical education, outdoor learning, therapeutic interventions, enrichment opportunities and health education.
- 2.8** Provide a rich programme of personal development that enables pupils to: develop positive relationships; understand healthy lifestyles; manage risk safely; make informed decisions; become responsible members of society; prepare successfully for adulthood.
- 2.9** Ensure pupils receive impartial, up-to-date careers education, information, advice and guidance through the school's CEIAG programme, including UniFrog, employer encounters, workplace experiences, college and university engagement, apprenticeship information, labour market intelligence and individual guidance interviews, enabling every pupil to make informed decisions about future education, employment and training.
- 2.10** Prepare pupils for life in modern British society by ensuring they gain first-hand experiences beyond the classroom through educational visits, enrichment activities, volunteering and work experience; develop broad general knowledge and cultural capital; understand the responsibilities of citizenship; appreciate and respect public institutions and services including Parliament, the justice system, healthcare, emergency services and local government; demonstrate respect for others regardless of age, disability, gender, race, religion or belief, sexual orientation or background; develop the confidence, independence and employability skills necessary for successful adult life.
- 2.11** Promote consistently high standards of behaviour, attendance, conduct and attitudes to learning through predictable routines, clear expectations, restorative approaches and positive relationships that enable pupils to learn safely and successfully.
- 2.12** Deliver a consistently high-quality learning experience through standardised lesson structures, evidence-informed teaching strategies, adaptive teaching, effective assessment, retrieval practice, explicit vocabulary instruction and high expectations, ensuring consistency across all sites and classrooms.

### 3. LEGISLATION AND GUIDANCE

This policy reflects the requirements of the:

- Education Act 1996 (including Section 8)
- Education Act 2002
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015)
- Independent School Standards Regulations (ISSR) 2026
- Keeping Children Safe in Education (KCSIE) 2025 (and subsequent updates)
- Working Together to Safeguard Children 2026
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance
- Careers Guidance and Access for Education and Training Providers statutory guidance
- Gatsby Benchmarks for Good Career Guidance
- Department for Education Governance Handbook
- Prevent Duty Guidance
- Equality and Human Rights Commission guidance

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- SEND Policy
- Equality Policy
- Behaviour Policy
- Assessment Policy
- CEIAG Policy
- Personal Development Policy
- RSE and Health Education Policy
- Attendance Policy

The curriculum at Infinite Schools is designed to meet the Independent School Standards by providing full-time supervised education that is suitable to pupils' ages, aptitudes and needs, including those with SEND and Education, Health and Care Plans (EHCPs).

The curriculum ensures pupils receive experience in linguistic education, mathematical education, scientific education, technological education, human and social education, physical education, aesthetic and creative education

It also develops pupils' speaking, listening, reading, writing, communication, numeracy, and digital competence.

The curriculum actively promotes pupils' spiritual, moral, social and cultural development and prepares them for opportunities, responsibilities and experiences of life in modern Britain.

Curriculum leaders regularly review curriculum content to ensure it remains ambitious, inclusive, relevant and responsive to statutory guidance, labour market information and pupils' individual needs.

## 4. ROLES AND RESPONSIBILITIES

Role	Responsibilities
<b>Proprietor/ Governing Body</b>	<p>The Proprietor and Governing Body are responsible for ensuring that:</p> <ul style="list-style-type: none"> <li>• the curriculum complies with statutory requirements and the Independent School Standards;</li> <li>• the school provides a broad, balanced and ambitious curriculum for all pupils;</li> <li>• curriculum provision reflects the school's vision, ethos and values;</li> <li>• sufficient resources are available to deliver the curriculum effectively;</li> <li>• pupils with SEND and EHCPs receive suitable educational provision;</li> <li>• curriculum outcomes are monitored through robust governance;</li> <li>• leaders are held to account for curriculum quality, implementation and impact;</li> <li>• pupils are prepared effectively for adult life and successful next destinations;</li> <li>• careers education and preparation for adulthood remain a strategic priority.</li> </ul> <p>Governors receive regular reports relating to:</p> <ul style="list-style-type: none"> <li>• curriculum quality</li> <li>• pupil progress</li> <li>• qualification outcomes</li> <li>• attendance</li> <li>• behaviour</li> <li>• destination data</li> <li>• quality assurance findings</li> <li>• safeguarding</li> <li>• personal development</li> <li>• curriculum review.</li> </ul>
<b>Headteacher</b>	<p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> <li>• implementing this policy;</li> <li>• ensuring curriculum delivery meets the Independent School Standards;</li> <li>• monitoring curriculum quality;</li> <li>• ensuring adequate curriculum time is allocated;</li> <li>• ensuring assessment arrangements are robust;</li> <li>• overseeing statutory curriculum requirements;</li> <li>• ensuring pupils receive suitable careers guidance;</li> <li>• ensuring preparation for adulthood is embedded across the curriculum;</li> <li>• reporting curriculum effectiveness to Governors and the Proprietor.</li> </ul> <p>The Headteacher ensures curriculum decisions are informed by evidence, pupil outcomes, stakeholder feedback and quality assurance activities.</p>
<b>Executive Headteacher / Senior Leaders</b>	<p>The Executive Headteacher provides strategic leadership for curriculum development across all school sites and is responsible for ensuring:</p> <ul style="list-style-type: none"> <li>• the curriculum remains ambitious, inclusive and responsive to pupils' needs;</li> <li>• curriculum intent reflects statutory requirements and best practice;</li> <li>• curriculum implementation is consistently strong across all sites;</li> <li>• curriculum impact is evaluated through quality assurance and pupil outcomes;</li> <li>• high expectations are maintained for every pupil regardless of need or background;</li> <li>• curriculum developments reflect current educational research and national priorities.</li> </ul>
<b>Curriculum Leader</b>	<p>The Curriculum Leader is responsible for:</p> <ul style="list-style-type: none"> <li>• strategic curriculum planning, implementation, and review;</li> <li>• curriculum sequencing, mapping, and compliance with national guidance and educational research;</li> <li>• curriculum innovation and development;</li> <li>• assessment and data systems;</li> <li>• curriculum resources – ensuring curriculum adaptations effectively meet SEND standards;</li> <li>• moderation and academic and personal progress analysis;</li> <li>• curriculum evaluation through book and assessments moderations, and work scrutiny;</li> </ul>

	<ul style="list-style-type: none"> <li>• supporting subject leaders;</li> <li>• ensuring progression from Key Stage 3 to Key Stage 4;</li> <li>• ensuring compliance with examination specifications;</li> <li>• ensuring curriculum intent is consistently reflected in classroom practice;</li> <li>• monitoring standards of behaviour and attitudes to learning.</li> </ul> <p>The Curriculum Leader leads curriculum review meetings and works collaboratively with subject leaders to continuously improve curriculum quality.</p>
<p><b>Subject Leaders / Curriculum Leads</b></p>	<p>Subject Leaders are responsible for:</p> <ul style="list-style-type: none"> <li>• developing ambitious subject curricula;</li> <li>• maintaining schemes of learning;</li> <li>• ensuring progression of knowledge and skills;</li> <li>• monitoring teaching quality within their subject;</li> <li>• supporting staff development;</li> <li>• analysing assessment information;</li> <li>• monitoring curriculum implementation;</li> <li>• ensuring literacy, numeracy and oracy are embedded within their subjects;</li> <li>• promoting cultural capital opportunities;</li> <li>• ensuring subject-specific careers links are explicit;</li> <li>• evaluating curriculum impact through pupil outcomes.</li> </ul>
<p><b>Teaching and Specialist Staff</b></p>	<p>Teachers are responsible for delivering a consistently high-quality curriculum through evidence-informed practice.</p> <p>All teaching staff will:</p> <ul style="list-style-type: none"> <li>• maintain high expectations for every pupil;</li> <li>• know the individual needs of pupils, including SEND, EHCP outcomes and additional vulnerabilities;</li> <li>• use assessment to inform teaching;</li> <li>• deliver lessons using the school's standardised lesson structure;</li> <li>• establish predictable classroom routines;</li> <li>• reinforce consistent behaviour expectations;</li> <li>• explicitly teach vocabulary;</li> <li>• develop literacy, numeracy and communication across the curriculum;</li> <li>• promote Fundamental British Values;</li> <li>• promote pupils' spiritual, moral, social and cultural development;</li> <li>• develop pupils' independence and resilience;</li> <li>• provide regular opportunities for retrieval, review and application of prior learning;</li> <li>• promote attendance, engagement and positive attitudes to learning;</li> <li>• maintain safe, inclusive and respectful classrooms.</li> </ul> <p>Teachers contribute to curriculum evaluation through reflective practice, moderation, professional dialogue and ongoing professional development.</p>

## CURRICULUM STEERING GROUP

At Infinite Schools, curriculum development and quality assurance are led by a curriculum steering group comprising subject specialists and senior leaders across key disciplines. This model ensures our curriculum remains inclusive, ambitious, and aligned with the individual needs of our pupils — particularly those with EHCPs and complex educational journeys.

The Curriculum Steering Group provides strategic oversight of curriculum development and quality assurance.

The Group:

- reviews curriculum intent, implementation and impact;
- monitors curriculum compliance;
- evaluates assessment information;
- reviews pupil outcomes;
- monitors destination data;
- oversees curriculum innovation;
- evaluates enrichment provision;
- monitors preparation for adulthood;
- ensures careers education remains current;
- reviews employer engagement;
- evaluates personal development;
- monitors literacy, numeracy and oracy across the curriculum;
- ensures curriculum developments reflect national guidance and educational research.

**The steering group provides strategic leadership across the following curriculum domains:**

Curriculum Domain	Curriculum Domain
Mathematics and Numeracy	Mental Health, Personal Development and RSE
English Language and Literature	Art and Creative Expression
Science (Biology, Chemistry, Physics)	SEND and Therapeutic Curriculum Access
Sport and Physical Wellbeing	Careers Education, Information, Advice and Guidance (CEIAG), Life Skills and Media Literacy
Humanities, PSHE, British Values and Citizenship	Vocational Pathways — Construction, Hair and Beauty, Outdoor Learning and Enrichment
Religious Studies	

The Steering Group meets regularly throughout the academic year and reports to the Executive Headteacher and Governing Body, ensuring continuous curriculum improvement across all Infinite Schools sites

## 5. CURRICULUM INTENT

*At Infinite Schools, our curriculum is intentionally ambitious, inclusive and aspirational. It has been carefully designed to meet the diverse needs of pupils aged 11–16, many of whom have experienced disrupted education, trauma, adverse childhood experiences, social, emotional and mental health needs (SEMH), Special Educational Needs and Disabilities (SEND), or have an Education, Health and Care Plan (EHCP).*

*We believe every pupil can succeed when provided with high-quality teaching, therapeutic support, consistent routines and meaningful relationships. Our curriculum removes barriers to learning whilst maintaining high expectations for every pupil.*

*Our curriculum enables pupils to develop the knowledge, skills, understanding and personal qualities required to become confident, resilient and responsible young adults who are prepared for the next stage of education, employment and adult life.*

Our curriculum is underpinned by the ambition to provide a high-quality education that enables every learner to:

Intent	
1	<b>Achieve meaningful academic outcomes</b> — Study an ambitious curriculum leading to recognised qualifications including GCSEs, Functional Skills, vocational qualifications and AQA Unit Awards appropriate to their starting points, interests and future aspirations.
2	<b>Develop foundational and cross-curricular literacy, numeracy (Mathletics), and communication</b> - Develop secure reading, writing, speaking, listening and mathematical skills across all curriculum areas. Literacy, numeracy and oracy are the golden threads running throughout every subject and every phase of learning. Reading is prioritised through explicit vocabulary instruction, disciplinary literacy, guided reading, independent reading, Lexonic sessions, Accelerated Reader, library sessions and subject-specific reading opportunities.
3	<b>Build knowledge over time</b> - Acquire a rich body of knowledge through a carefully sequenced curriculum that revisits prior learning, strengthens long-term memory and enables pupils to apply learning confidently in new situations. Curriculum planning follows a coherent sequence so that knowledge and skills build progressively across Key Stage 3 and Key Stage 4.
4	<b>Prepare for Adulthood</b> - Develop the confidence, independence and practical life skills needed to participate successfully in modern British society. Preparation for adulthood is embedded throughout the curriculum and includes independent living skills. financial education, travel training, employability skills, communication, teamwork, leadership, problem-solving, resilience, digital competence, healthy lifestyles. Access a rich, thematic curriculum that makes meaningful links between subjects and contexts, including curriculum days, projects and real-world tasks.
5	<b>Promote Personal Development</b> - Develop emotionally, socially and morally through a carefully planned programme of PSHE, Relationships and Sex Education, Mental Health and Wellbeing, Careers Education, Citizenship, SMSC, British Values, enrichment, therapeutic interventions. Pupils learn to recognise risk, manage relationships, understand diversity and become respectful members of society.
6	<b>Meet individual needs</b> - Engage in trauma-informed, therapeutically aware teaching that meets them where they are and moves them forward. Ensure every pupil, including those with SEND and EHCPs, receives an ambitious curriculum that is appropriately adapted through high-quality teaching rather than reduced expectations. Curriculum pathways are informed by: EHCP outcomes, baseline assessments, pupil voice, family engagement, prior attainment, and aspirations for adulthood.
7	<b>Develop cultural capital</b> - Provide rich experiences beyond the classroom so pupils develop the knowledge and understanding needed to participate confidently in society. includes: educational visits, museums, theatres, employers, workplaces, volunteering, community projects, outdoor learning, guest speakers, enterprise activities.
8	<b>Promote British Values and Citizenship</b> - Develop pupils' understanding of democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. Pupils learn how these values underpin life in Britain and how they contribute positively to their communities. They also develop an understanding of the role of Parliament, local government, the police, the courts, the NHS, emergency services, charities, and voluntary organisations.
9	<b>Raise aspirations</b> - Ensure every pupil has meaningful opportunities to explore future education, employment and training through high-quality careers education. The curriculum incorporates UniFrog, Gatsby Benchmarks, workplace visits, work experience, apprenticeship awareness, college and university visits, labour market information, and independent careers guidance.
10	<b>Develop positive behaviour for learning</b> - Promote responsibility, resilience, independence and self-regulation through consistent expectations, restorative approaches and predictable classroom routines that enable pupils to thrive.

## 6. CURRICULUM IMPLEMENTATION – THREE STRANDS

*The curriculum is delivered through three complementary strands which together provide a coherent educational journey from admission through to successful transition into further education, employment or training.*

*Teaching is evidence-informed, ambitious and adapted to meet the individual needs of every learner while maintaining consistently high expectations.*

*Across all strands, teachers use the school's standardised lesson structure and agreed pedagogical principles to ensure consistency across every classroom and site.*

### **STRAND 1 — Academic Curriculum – develops secure subject knowledge, prepares pupils for recognised qualifications, and strengthen long-term memory.**

- GCSEs in English Language, English Literature, Maths, Science (Biology), Religious Studies, Citizenship, and Physical Education — and other subjects where appropriate.
- Functional Skills in English and Maths as both access and stepping-stone qualifications.
- AQA Unit Awards qualifications to celebrate small progress and build momentum.
- Vocational strands in Construction, Hair and Beauty, Sport and Outdoor Learning — mapped to BTEC and CSCS pathways.
- Each subject area outlines a subject intent guiding the rationale and subject pedagogy.
- Strands of SMSC education are explicitly threaded through all curriculum plans.
- Home learning, home study and home reading support the academic curriculum and develop healthy learning habits and independence.

### **STRAND 2 — Personal Development Curriculum – prepare pupils for successful adult life.**

- EHCP outcomes mapped to pupil passports and individual learning plans. Pupils participate in regular opportunities to develop leadership, teamwork, confidence, resilience, communication, decision-making, self-management, and community participation.
- Emotional literacy, mental health, and identity work.
- RSE – healthy relationships, sex education, and safeguarding.
- Personal and social education including CEIAG, and Preparation for Adulthood.
- Pupil voice, leadership, and values-led citizenship.
- British Values and Fundamental British Values embedded throughout.
- PSHE, Mental Health and Wellbeing timetabled sessions and thematic weeks.
- IT and Digital Skills including online safety, coding and careers.
- Careers and World of Work Education through dedicated sessions, trips and 1:1 IAG – Careers education follows the Gatsby Benchmarks and includes the use of UniFrog, workplace visits, work experience, and further education providers.
- Essential Life Skills including Independent Travel, Cooking, Financial Education, Enterprise.

### STRAND 3 — Extended and Enrichment Curriculum – enhances classroom learning, broaden pupils’ horizons, develop cultural capital, and strengthen preparation for adulthood.

- Workshops and visiting speakers brought into school.
- Curriculum-linked trips and visits e.g. museums, theatres.
- Extra-curricular opportunities and activities e.g. sporting events, volunteering and community engagement.
- Key adult and therapeutic mentoring programmes e.g. art activities.
- Outdoor education, enrichment, and social development work.
- Daily routines, assemblies, and cultural capital experiences.
- World of Work experiences, work placements, enrichment rewards, and enterprise projects.
- Cultural capital embedded through all subjects — including Look, Listen, Learn and Lead activities.
- Targeted interventions for pupils identified as at risk of educational or experiential disadvantage.

### IMPACT

The curriculum at Infinite Schools is designed to ensure that all pupils, regardless of their starting points, make strong academic, personal and social progress and are well prepared for the next stage of their education, employment and adult life.

Leaders evaluate the effectiveness of the curriculum through a rigorous programme of quality assurance which considers the extent to which pupils know more, remember more and can do more over time. Curriculum impact is measured through a range of qualitative and quantitative evidence to ensure that pupils experience a consistently ambitious, broad and balanced education.

Evidence of curriculum impact includes:

- pupils acquiring secure knowledge, understanding and skills across the full curriculum;
- strong progress from individual starting points, including progress towards EHCP outcomes and personalised targets;
- improvements in literacy, numeracy, communication and digital competence across all subjects;
- successful attainment in accredited qualifications, including GCSEs, Functional Skills, vocational qualifications and AQA Unit Awards;
- pupils demonstrating increased independence, resilience, confidence and readiness for adulthood;
- positive attitudes to learning, improved behaviour, attendance and engagement;
- pupils developing the knowledge, skills and confidence to participate safely, responsibly and successfully in modern British society;
- pupils demonstrating understanding of the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- pupils developing respect for equality, diversity and protected characteristics;
- successful participation in enrichment activities, educational visits, work experience, employer engagement and community-based learning;
- pupils making informed decisions about future education, employment and training through high-quality Careers Education, Information, Advice and Guidance (CEIAG), including the effective use of UniFrog and individual careers guidance;
- sustained destinations into further education, apprenticeships, supported internships, employment or appropriate post-16 provision.

Curriculum leaders monitor implementation and impact through a comprehensive programme of quality assurance, including:

- lesson observations and learning walks;
- work scrutiny and moderation;
- assessment and progress reviews;
- pupil voice and learner surveys;
- parent and carer feedback;
- EHCP annual reviews and termly outcome monitoring;
- attendance, behaviour and safeguarding analysis;
- curriculum audits and subject reviews;
- monitoring of enrichment participation and wider curriculum opportunities;
- destination tracking and post-16 transition outcomes.

Findings from quality assurance activities are used to inform curriculum development, professional development and school improvement planning. Curriculum leaders work collaboratively to ensure that the curriculum remains ambitious, inclusive and responsive to the needs of all pupils while reflecting current statutory guidance, educational research and local and national priorities.

Through this continuous cycle of planning, implementation, evaluation and refinement, Infinite Schools ensures that every pupil benefits from a curriculum that develops the knowledge, skills, confidence and character required to flourish in education, contribute positively to society and lead successful, fulfilled adult lives.

## 7. SUBJECT OFFER AND TIMETABLE

The curriculum at Infinite Schools provides a broad, balanced and ambitious programme of study that enables pupils to develop secure knowledge, understanding and skills across all areas of learning while meeting their individual needs and aspirations.

The curriculum is carefully planned to ensure pupils receive experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education in accordance with Section 8 of the Education Act 1996.

Curriculum pathways are personalised through high-quality adaptive teaching and curriculum planning, ensuring that all pupils, including those with SEND and Education, Health and Care Plans (EHCPs), access an appropriately ambitious curriculum.

The curriculum is organised to provide progression across Key Stage 3 and Key Stage 4, enabling pupils to achieve recognised qualifications and prepare successfully for adulthood.

**The following table sets out the full subject offer across all sites, including key stage coverage, qualifications available, cross-curricular links, and indicative teaching time:**

Subject	Key Stage	Qualification	Cross-Curricular Links	Strand	Sessions / Week
<b>Mathematics</b>	KS3 & 4	GCSE AQA F/H   Functional Skills	Numeracy, Business Studies, Biology, Sport	Academic	4 pw
<b>English Language &amp; Literature</b>	KS3 & 4	GCSE AQA   Functional Skills	All subjects — school reading programme	Academic	4 pw
<b>Sport / PE</b>	KS3 Core KS4 GCSE	GCSE AQA   AQA Healthy Living Short Award	Maths, PSHE, Biology, RSE	Academic / PD	3 pw

<b>Biology / Science</b>	KS3 & 4	GCSE AQA Biology   AQA Short Awards (other sciences)	Sport, Maths, RS	Academic	3 pw
<b>Religious Studies</b>	KS3 & 4	GCSE AQA Full Course	PSHE, Biology (ethics), Citizenship, RSE	Academic	2 pw
<b>Citizenship incl. British Values</b>	KS3 Core KS4 GCSE	GCSE (trial delivery), AQA	Maths, RS, PSHE, Careers	Academic	KS3: 1pw KS4: 2 pw
<b>RSE</b>	KS3 & 4	AQA Short Awards	PSHE, Biology, Citizenship	Personal Dev	1 pw
<b>PSHE incl. RSE, Mental Health and Wellbeing</b>	KS3 & 4	AQA Short Awards   Portfolio Progress File / Community Projects	RSE, English, Maths, Citizenships, Careers, Pastoral Skills Set	Personal Dev	1 pw + thematic weeks
<b>Careers and World of Work inc. ICT, Media Literacy, Online Safety</b>	KS3 & 4	AQA Short Awards   Progress File   World of Work Portfolio	PSHE, Digital Skills, Revision Skills	Personal Dev	1 pw
<b>Art / Cookery / Design Technology</b>	KS3 & 4	AQA Short Awards (therapeutic and life skills focus)	PSHE, Careers, Wellbeing	Personal Dev / Extended	1 rotational session pw or as intervention
<b>Vocational — Construction, Hair and Beauty, Outdoor Learning</b>	KS3 & 4	BTEC / CSCS Pathways   AQA Unit Awards	All subject and pastoral areas	Extended / Academic	Timetabled rotational or as targeted pathway Min 1 pw for KS4
<b>Enrichment, Trips, Rewards and Skills Interventions inc. Numeracy</b>	KS3 & 4	Rewards and Wider Engagement Programmes	All subject and pastoral areas and form time	Extended / PD	Extended Curriculum days and ELE Days
<b>1:1 IAG / Careers Interviews</b>	KS3 & 4	National Careers Service   EHCP-linked IAG	All subjects, dedicated careers input, IT resources	PD / Academic	1:1 interviews — Y10 summer 2, Y11 full year and into Term 1 of post-16
<b>Humanities</b>	KS3	AQA Short Awards	Maths, RS, English, Citizenship, Biology	Academic	KS3: 1 pw
<b>Lexonic</b>	KS3 & KS4	Literacy Skills	All subjects	Academic/ PD	2 pw
<b>Library Lesson</b>	KS3 & KS4	Literacy Skills	All subjects	Academic /PD	KS3: 2 pw KS4: 1 pw

## Curriculum Design

Subject curricula are carefully sequenced to enable pupils to acquire secure knowledge over time; revisit prior learning through planned recall practice; develop fluency before tackling more complex concepts; apply knowledge across different contexts; develop resilience through appropriately challenging learning; understand how learning connects to future employment and adult life.

## Literacy, Numeracy and Oracy

Literacy, numeracy and communication are the responsibility of every subject.

All curriculum areas explicitly develop subject-specific vocabulary; reading fluency; comprehension; extended writing; mathematical reasoning; problem solving; speaking and listening; presentation skills; digital communication.

Teachers identify opportunities within every lesson to reinforce these essential skills.

## Careers Education

Careers education is fully integrated throughout the curriculum from Year 7 onwards.

Pupils access UniFrog, individual careers guidance, workplace visits, work experience, apprenticeship information, college visits, labour market information, enterprise education, employability projects, mock interviews, CV writing, interview preparation.

Careers education reflects the Gatsby Benchmarks and supports pupils to make informed decisions about future education, employment and training.

## Enrichment

The curriculum is enhanced through a wide range of enrichment experiences including educational visits; sporting events; outdoor education; creative arts; STEM activities; enterprise projects; volunteering; community engagement; public service visits; cultural experiences; visiting speakers.

These experiences broaden pupils' cultural capital and strengthen preparation for adulthood.

# 8. INCLUSION

Inclusive practice is fundamental to the curriculum at Infinite Schools.

Every pupil is entitled to an ambitious education regardless of need, disability, previous educational experience or background.

Teachers maintain consistently high expectations while adapting teaching to meet individual needs without reducing curriculum ambition.

Curriculum planning reflects the principles of the SEND Code of Practice and the Equality Act 2010, ensuring all pupils can participate fully in school life.

Teaching is informed by Education, Health and Care Plans (EHCPs); Individual Learning Plans; educational psychology recommendations; speech and language recommendations where appropriate; occupational therapy advice where appropriate; baseline assessment; pupil voice; family engagement; ongoing assessment.

Adaptive teaching may include explicit modelling; scaffolded learning; visual supports; adapted questioning; pre-teaching vocabulary; overlearning; retrieval practice; sensory adaptations; assistive technology; alternative methods of recording; additional adult support where appropriate.

Teachers ensure pupils can access linguistic education; mathematical education; scientific education; technological education; human and social education; physical education; aesthetic and creative education.

High expectations remain consistent for all pupils.

Reasonable adjustments are made where necessary to remove barriers to learning while promoting independence and resilience. Inclusive classrooms provide calm and predictable routines; structured environments; consistent behaviour expectations; clear communication; accessible resources; positive relationships; opportunities for success; high levels of challenge appropriate to individual needs.

Pupils are encouraged to become increasingly independent learners through carefully planned opportunities to make decisions, solve problems, work collaboratively and reflect upon their own learning.

Staff receive ongoing professional development to ensure teaching reflects current evidence-informed approaches for pupils with SEND, SEMH and additional needs.

All teaching and delivery staff are provided with an Inclusive Classroom Checklist to help ensure that their curriculum planning and environment are as inclusive as possible. See Appendix 1.

Further information can be found in the SEND Policy and Equality Policy.

## 9. MONITORING ARRANGEMENTS

The Proprietor, Governing Body and Senior Leadership Team monitor the effectiveness of the curriculum to ensure it remains ambitious, inclusive and compliant with statutory requirements.

Monitoring focuses upon curriculum intent, implementation and impact.

Quality assurance activities include lesson observations; learning walks; book scrutiny; moderation activities; assessment analysis; pupil progress meetings; pupil voice; parent and carer feedback; staff professional dialogue; curriculum reviews; attendance analysis; behaviour analysis; safeguarding monitoring.

Level	Monitoring Activity
<b>Proprietor/ Governing Body</b>	Headteacher reporting. School visits. Formal assessment results. Post-16 tracking. Qualification outcomes.
<b>Senior Leader / Curriculum Leader</b>	Curriculum Leaders report regularly to Senior Leaders and Governors on: <ul style="list-style-type: none"> <li>• pupil outcomes; tracking of pupil progress;</li> <li>• curriculum developments; review of planning and resources;</li> <li>• quality assurance findings; subject visits and staff performance;</li> <li>• school improvement priorities; bi-weekly subject meeting;</li> <li>• curriculum compliance; book scrutiny;</li> <li>• careers provision;</li> <li>• preparation for adulthood;</li> <li>• destination data.</li> </ul>
<b>Head of School (Site Level)</b>	Daily engagement with all lessons and pupils. Daily team briefing and adaptations as required. Consistent role modelling of ethos and values. Monthly pupil progress meetings and book scrutiny. Half-termly 360-degree feedback from pupils, staff and parents. Pupil-led review and progress meetings.
<b>Subject Leaders</b>	Subject Leaders evaluate curriculum quality through: <ul style="list-style-type: none"> <li>• curriculum sequencing; managing schemes of work and resourcing;</li> <li>• progression of knowledge; peer observations;</li> <li>• assessment information;</li> <li>• quality of teaching, reporting to Curriculum Lead;</li> <li>• literacy and numeracy across the curriculum;</li> <li>• curriculum enrichment;</li> <li>• work scrutiny and moderation sessions;</li> <li>• pupil interviews;</li> <li>• communicating with all subject teachers and HLTA/</li> </ul>

This policy will be reviewed annually or sooner if legislation or statutory guidance changes by the Headteacher, QA Lead and Curriculum Leader through Subject Leaders meetings. At every review, the policy will be shared with the full Governing Body.

## 10. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Assessment Policy
- Non-Examination Assessment Policy
- SEND Policy and Information Report
- Careers Education, Information, Advice and Guidance (CEIAG) Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- Attendance Policy

## 11. CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the Head of School for the site their child attends. Further support is available from the Subject Leader and Curriculum Leader where the issue has a subject focus.

If the issue is not resolved, parents are able to make an official complaint in writing to the Headteacher following the school's Complaints Procedure.

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## APPENDIX ONE – INCLUSIVE CLASSROOM CHECKLIST

*This checklist sets out the essential elements required to provide an inclusive and supportive classroom for all learners. Strategies and supports that are necessary for pupils with additional support needs will benefit all pupil and must be available to all regardless of age and stage.*

Strategy	In Place? Y/N
Lesson planned with 3 levels of learning (Low / Middle / High)	
Differentiated work provided — for example, scaffolds, writing frames, keyword banks, stretch and challenge	
Evidence of Bloom's Taxonomy in range of tasks, verbal questioning, and outcomes	
Marking feedback in books is personalised, positive, meaningful and extends learning	
Teacher file is in place and a working pack — contains data, assessment grades, reflection comments on schemes of work	
Individual Pupil Progress (IPP) files in place for pupils you keywork	
Dyslexia-friendly slides used (Arial or Comic Sans, increased line spacing, 12–14pt font, pastel background — black words on yellow background most favourable)	
Coloured overlays and/or coloured paper and pens available for pupils who require them	
Access arrangements used as normal working practice	
Correct equipment available and being used for a variety of learners	
Visual supports alongside verbal instructions for all tasks	
Visual supports are clear, uncluttered, meaningful, and can be used as a reference tool	
Visual timetable of the day available for pupils to independently refer to	
Displays that celebrate success showing a range of learners	
Instructions presented visually for independent reference to avoid sensory overload	
Well-organised classroom that is clutter-free	
Clear classroom rules and routines that are established	
Well-lit and ventilated room	
Seating plan takes account of needs — for example, HI, VI, Dyslexia, ASC	
Tone, pace and volume of instructions from teacher are varied	
Pupils benefit from explicit instructions that are re-phrased and repeated to enhance learning — alongside minimising excessive teacher talk	
Awareness of possible sensory overload for learners with ADHD/ASC — environment considered (not too noisy, no excessive glare)	
Help boxes and resources available to assist pupils with independent learning	
Evidence of literacy enrichment across all subjects	
Interventions offered, available and being used	

# LESSON PLANNING TEMPLATE

Subject: \_\_\_\_\_ Year / Group: \_\_\_\_\_ Date: \_\_\_\_\_

		PLANNING / NOTES	DONE
1	 <p><b>WELCOME STUDENTS AT THE DOOR</b> Makes them feel welcomed.</p>		<input type="checkbox"/>
2	 <p><b>CLEAR LEARNING OBJECTIVES</b> Students know what they learn and why.</p>		<input type="checkbox"/>
3	 <p><b>RECALL PRACTICE</b> Activates memory.</p>		<input type="checkbox"/>
4	 <p><b>LITERACY AND NUMERACY PHASE</b> Supports access to learning.</p>		<input type="checkbox"/>
5	 <p><b>STARTER</b> Informs prior learning.</p>		<input type="checkbox"/>
6	<b>SCAFFOLDED TEACHING – REPEAT FOR LEARNING OBJECTIVE 1, 2, AND 3</b>		
	 <p><b>I DO: Present / Explain LO</b></p>	<ul style="list-style-type: none"> <li>• Present the Learning Objective</li> <li>• Explain key ideas and knowledge</li> </ul>	<input type="checkbox"/>
	 <p><b>VISUAL EXAMPLES / MODELLING</b></p>	<ul style="list-style-type: none"> <li>• Show examples</li> <li>• Model thinking / processes</li> </ul>	<input type="checkbox"/>
	 <p><b>WE DO: Guided Practice</b></p>	<ul style="list-style-type: none"> <li>• Work through tasks together</li> <li>• Ask questions and provide feedback</li> </ul>	<input type="checkbox"/>
	 <p><b>YOU DO: Independent Practice</b></p>	<ul style="list-style-type: none"> <li>• Students complete task independently</li> <li>• Apply learning</li> </ul>	<input type="checkbox"/>
	<b>REPEAT THE ABOVE STEPS FOR LEARNING OBJECTIVE 1, 2, AND 3</b>		
7	 <p><b>FEEDFORWARD</b> Identifies strengths, areas of improvements, and next steps.</p>	(Teachers – green pen, Students – purple pen) Ensure lesson checklist is completed.	<input type="checkbox"/>
8	 <p><b>STRETCH AND CHALLENGE</b> For those who completed steps 1–6 successfully.</p>		<input type="checkbox"/>
9	 <p><b>EXIT TICKETS</b> Used as a formative assessment / assessment for learning.</p>		<input type="checkbox"/>
10	 <p><b>PLENARY</b> Review learning.</p>		<input type="checkbox"/>

### ✔ LESSON CHECKLIST

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Learning objectives shared | <input type="checkbox"/> Literacy & numeracy addressed    | <input type="checkbox"/> Feedforward given            | <input type="checkbox"/> Exit tickets collected |
| <input type="checkbox"/> Recall practice completed  | <input type="checkbox"/> Scaffolded teaching for all LO's | <input type="checkbox"/> Stretch & challenge provided | <input type="checkbox"/> Plenary completed      |