



Curriculum Policy'

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1. Curriculum Broad Aims

Our curriculum intends to:

- Live out the values of Infinite which are centred on re-engagement, creativity, aspiration, and engagement which typify our school ethos.
- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social, and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with elevated expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide ambitious subject offer that supports pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, which are appropriate to previous school journey and individual pupil needs as required by our cohort.
- Develop pupils' independent learning skills and resilience, to equip them for further education and employment ensuring positive onward destinations post 16.

2. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

3. Roles and Responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school is complying with its funding protocols and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs, Vocation Qualifications, Functional Skills and Short Awards are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum we do this via the Individual Learning plan and or EHCP (Education, Health and Care Plan) pathways.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Senior Leader Strategic

Have the overall school standards and QA responsibility for curriculum, design, delivery, and devolution of responsibility.

Curriculum Leader

Have the lead responsibility for curriculum sequencing, resourcing, and timetable to end of course requirements, including support of subject leaders.

Subject leaders then manage the distinct faculty teams and manage the curriculum design, via intent, implementation, and impact.

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 that our curriculum remains inclusive, ambitious, and aligned with the individual needs of our students—particularly those with EHCPs and complex educational journeys.

Each subject area is coordinated by a designated curriculum lead responsible for securing consistency, strong pedagogy, and measurable outcomes across all sites. These leads work collaboratively to uphold our shared vision of delivering a curriculum that is:

- **Knowledge-rich, broad and balanced**
- **Rooted in real-world relevance and student engagement**
- **Responsive to student need, EHCP outcomes, and individual learning plans**
- **Driven by evidence-based practice and research from the EEF**
- **Underpinned by values of Courage, Ambition and Excellence**

Responsibilities of Curriculum Leads

The function of each curriculum lead, under the direction of the Assistant Headteacher for Curriculum, includes:

- Ensuring that planning, delivery, and subject implementation align with Infinite Schools' curriculum intent and framework.
- Embedding a culture of high expectations and inclusivity, using a variety of assessment methods to ensure progress for learners of all abilities.
- Maintaining up-to-date documentation including:
 - Long- and medium-term curriculum overviews
 - Schemes of work and sequencing plans
 - Subject improvement plans aligned to the school's quality assurance cycle
- Monitoring student progress through formal reviews, data cycles, and learning walks.
- Leading subject-specific CPD and modelling effective practice across departments.
- Contributing to regular curriculum steering meetings to review impact, plan developments, and evaluate innovations.

Curriculum Domains Supported by the Steering Group

The curriculum steering group ensures strategic leadership across the following domains:

- **Mathematics and Numeracy**
- **English Language and Literature**
- **Science (Biology, Chemistry, Physics)**
- **Sport and Physical Wellbeing**
- **Humanities, PSHE, British Values and RSE**
- **Careers Education, Information, Advice and Guidance (CEIAG)**
- **Mental Health and Personal Development**
- **Art and Creative Expression**
- **SEND and Therapeutic Curriculum Access**

4. Organisation and Planning

Infinite Schools Curriculum Policy: Intent, Implementation, and Impact

Curriculum Vision

At Infinite Schools, we believe in the transformative power of education. Our curriculum is broad, balanced, and intentionally ambitious, built around the core values of *Courage, Ambition, and Excellence*. It is designed to reignite a love of learning, provide academic currency, and prepare students for purposeful futures—particularly those who may have disengaged from previous educational settings.

We deliver a well-structured and inclusive offer, combining core academic subjects with vocational learning, therapeutic interventions, and personal development pathways. Every aspect of our provision reflects the belief that every child is capable of success with the right curriculum, support, and relationships.

Curriculum Intent

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

1. Achieve meaningful outcomes—GCSEs, Functional Skills, AQA Unit Awards, ASDAN and vocational qualifications—matched to need and interest.
2. Develop foundational and cross-curricular literacy and numeracy, with oracy and reading as golden threads woven throughout all subjects.
3. Rebuild confidence and a learner identity through structured, consistent experiences that reflect their potential, not just their past.
4. Access a rich, thematic curriculum that makes meaningful links between subjects and contexts, including regular curriculum days, projects, and real-world tasks.
5. Experience personal development through Infinite LifeStart—our structured PSHE, RSE, CEIAG and SMSC programme—which embeds British values and emotional intelligence.
6. Engage in trauma-informed, therapeutically aware teaching that meets them where they are and moves them forward.
7. Be part of a culture that relentlessly focuses on *marginal gains*, challenge, and improvement—through curriculum planning, classroom delivery, and reflective leadership.

Curriculum Implementation

We deliver our curriculum through three interwoven strands:

1. **Academic Curriculum** – Led by qualified subject specialists and senior leaders with experience in both mainstream and specialist settings. Our curriculum includes:
 - GCSEs in English, Maths, Science, PE and other subjects where appropriate.
 - Functional Skills as both access and stepping-stone qualifications.
 - AQA Unit Awards and ASDAN as a means to celebrate progress and build momentum.
 - Vocational strands in Construction, Hair and Beauty, Sport and Outdoor Learning—mapped to BTEC and CSCS pathways.
2. **Personal Development Curriculum (Infinite LifeStart)** – Delivered across all year groups and built around:

- EHCP outcomes mapped to pupil passports and individual learning plans.
- Emotional literacy, mental health, and identity work.
- Personal and social education including CEIAG, relationships, and safeguarding.
- Student voice, leadership, and values-led citizenship.

3. **Extended and Pastoral Curriculum** – Includes:

- Key adult and therapeutic mentoring programmes.
- Outdoor education, enrichment, and social development work.
- Daily routines, assemblies, and cultural capital experiences.

We use a spiral model, revisiting and building on knowledge over time. Students' learning is personalised and responsive, driven by diagnostic assessment, high-quality feedback, and staff collaboration. Subject leads and assistant heads ensure that sequencing, planning, and assessment are rigorous and consistently quality assured.

Local and Learner Need

Our curriculum directly responds to the needs of our cohorts, many of whom have experienced barriers to learning including SEMH, SEND, or disrupted school history. It is built on:

- Creative, thematic design that re-engages learners.
- Therapeutic consistency, supporting regulation and relationship repair.
- Small group, 1:1, and blended learning options.
- Flexible entry points across the year with induction pathways and tailored reintegration.

Impact and Outcomes

We define success as personal, academic, and relational progress. We monitor and review our curriculum rigorously through:

- Half-termly data review cycles and student progress folders.
- Subject audits, learning walks, and pupil work scrutiny.
- Governor challenge and Ofsted-informed QA practices.
- Staff CPD underpinned by the EEF and Infinite's coaching model.

Infinite learners leave us as confident, literate, skilled, and socially aware individuals—ready for further education, training or employment. They understand themselves, their next steps, and their value to the world.

ship.

Subject	Key Stage	Certification	Cross Curricular	Curricula	Timetable Periods Per Week or Cumulative Hours Per Term
Maths	KS 3 and 4	GCSE Pearson F/H Functional Skills	Numeracy and Business Studies – 2023 Biology / Sport	Academic	4 pw
English Language and Literature	KS 3 and 4	GCSE AQA Language and LIT NM Functional Skills	All Subjects inc school reading programme	Academic	4 pw
Sport	Core PE at KS3 GCSE Sport KS4	GCSE AQA AQA Healthy living Short Award	Maths PSHE Biology RSE	Academic Personal Development	3 pw
Biology	KS 3 (With elements of general science depending on stage) KS 4	GCSE AQA Biology AQA Short Awards 2023 in other sciences	Sport Maths RS	Academic	3 pw
Religious Studies	KS 3 and 4	GCSE AQA Full Course	PSHE Biology – ethics Citizenship RSE	Academic	2 pw
Business Studies	KS 4	GCSE – trial delivery 2022- 23	Alternative to RS Maths	Academic	2 pw
RSE	KS 3 and 4	AQA Short Awards	PSHE Biology Citizenship	Personal Development SMSC	1 pw
PSHE inc Citizenship, British Values, Financial Education	KS 3 and 4	AQA Short Awards Portfolio Progress File	RSE English Language Maths Business Studies	Personal Development	1 pw
IT Digital Skills inc Coding, Online Skills and Safety, World of Work	KS 3 and 4	AQA Short Awards Progress File	PSHE Revision Skills Careers	Personal Development	1 pw

Careers and World of Work Education	KS 3 and 4	AQA Short Awards Progress File World of Work Portfolio	PSHE IT	Personal Development	1 learning day per half term
Mental Health and Well Being	KS 3 and 4	AQA Short Awards Progress File School and Community Projects	PSHE Academic Resilience Pastoral Skill Sets	Personal Development	1 pw and thematic weeks
Art / cookery / DT Used as therapeutic learning and life skills development	KS 3 and 4	AQA Short Awards	PSHE Careers Well-Being	Personal Development	1 rotational sessions pw or as intervention
World of Work, Enrichment Trips, Rewards, and skills interventions	KS 3 and 4	Rewards and wider Engagement Programmes	All Subject and pastoral areas.	Personal Development Extended Curriculum	As part of wider personal development curriculum. Additional extended learning days Bespoke 1-1 interventions Personalised Work experience or vocational pathways
1-1 IAG	KS 3 and 4	National Careers Service	Via all subjects and dedicated careers input and IT resources to Careers Services. 1-1 interviews and support in conjunction with local offers and partner schools is dual rolled.	Personal Development Academic	ELE Days 1PW on PSHE rotation 1-1 interviews for EHCP students all years. 1-1 interviews and support for all year 10 summer 2 and Year 11 full year and into Term1 of post 16.

The Academic Curriculum

Each subject area outlines its subject intent which guides them through the rationale and subject pedagogy. We believe that students study each subject to not only access courses and careers but also to develop passion and love of learning, specifically in their areas of interest.

Each curriculum area builds their own subject journeys, with an understanding of the contextual elements that we need to address for our Greater Manchester children, considering our local context.

Strands of the spiritual, moral, social, and cultural (SMSC) education are explicitly threaded through the curriculum plans and Infinite Teaching styles of each subject area, alongside learning for PSHE, Mental Health, RSE, Careers and Religious Studies.

Home learning, home study and home reading are Infinite new 'homework' offer. These support the Academic Curriculum and the behaviours for learning within the Personal Development Curriculum allow our learners to develop healthy learning habits and independence

The Personal Development Curriculum:

The Personal Development Learning Journey is a progression model for building the development of our learners and prepares them for the opportunities, responsibilities and experiences of adult life. Each student develops a progress file which they use to chair half termly reviews with mainstream school and home. We introduced this in the academic year 22-23 as a way of further developing student aspirations and ownership for learning and young adult behaviours. Academic year 2023 – 24 will see further development of the student achievement and progress files and language of expectation.

In addition to ensuring that students personal, physical, spiritual, moral, social, and cultural development are mapped throughout all curriculum areas we explicitly build this development through the Personal Progress File. One of the ways that the school enables this is through tutor time, key worker sessions and timetabled personal development slots on timetable or cascaded learning days. Key Workers work closely with their tutees and have an overview of academic progress and their personal development.

Students' progress and personal development are tracked on an individual and cohort level, to maximise their achievements, and ultimately their life chances. Centre Senior Leaders, Subject Leads and Teaching staff regularly monitor and review the performance of individuals and groups of students to 'Join the Dots' and ensure they are provided with the optimum conditions for success. We do this via centre specific student progress meetings followed by school wide Curricula meetings. Effective impact driven progress tracking, intervention processes and student support interventions ensure that the curriculum, extended learning experiences and pastoral care have a very positive impact on students' outcomes.

All staff have a role to play in delivering all aspects of the curricula. This shapes our academic, personal development and extended curriculum, enabling each group to follow a pathway appropriate to need, entry point and predicated progress points within the school that focuses on their broader development. In such a manner we are building a coherent route for character development and the development of the Infinite qualities of success,

A students' journey is mapped from Entry through the transition programme, all the way into the start of Year 11 as students secure their college placements or apprenticeship routes post GCSE results.

The first full week of a new school year is dedicated to formulating the ILPs and Progress Files which shape this journey – this is done within the context of a mental health and well-being thematic approach of a week of Extended Learning Days - Personal Development and Enrichment Curriculum.

Mentors and all teachers also play a role in securing student understanding of the Learning 'Qualities of Success', a set of key attributes that we have identified as being important to the personal development of students. The development of these characteristics allows them to be successful, and confident in their futures regardless of the challenges and changes they face. Over the course of their time at Infinite students will be provided opportunities to develop an understanding and appreciation of the key skills of optimism, empathy, motivation, creativity, curiosity, responsibility, resiliency, reflection, and practice and of how to apply them successfully.

The Enrichment Curriculum:

Our aim is to nurture and develop each student. We therefore build into our curriculum an entitlement of enriching and extension experiences to enable all children to experience enrichment. This is delivered through a variety of ways.

- Extended Learning Experiences (ELE Days): Full days where the regular timetable is collapsed to enable a range of creative and exciting learning opportunities.
- Workshops and visiting speakers to school.
- Trips and Visits that are specifically linked into the curriculum.
- Extra-curricular opportunities and activities.

Cultural capital is addressed through all areas of the school. We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. This is addressed through each subject area, as we build in an entitlement to cultural capital that will:

- Be formally taught as part of the curriculum.
- Part of the weekly and termly Enrichment experiences (For example a reward trip will involve students planning the trip, supporting appropriate communication, asking world of work questions of staff at restaurant where they are having a meal, understanding the risk assessment before going go-karting etc.)
- Be delivered through cultural enrichment offer - Look, Listen, Learn and Lead activities which may unlock or extend understanding. Linked to World of Work experiences
- Be targeted. Where students may be identified for a specific intervention linked to developing the cultural or school capital to ensure they are not disadvantaged educationally or experientially. (Example Boxing, Animal Husbandry)
- Open Parent/Carer and student shared learning experiences including, Resilience, Employability, Cooking, Budgeting Workshops.

Short, medium, and long-term planning expectations

- Core curriculum sequenced plans in place
- Termly review and evaluation process
- Teacher lesson planning, recording and tracking review and moderation

What resources are available to support curriculum delivery

- **SharePoint curriculum area**
 - Curriculum plans
 - Hyperlinked document to teaching resources
 - Subject Overview and Profile
 - Teacher uploaded shared resources and reflective practice additions
 - Base Line Assessments
 - Sequenced Assessment Blocks and Mark Schemes
 - Timetable subject meetings and cross curricular focussed curriculum role modelling, inset sessions and cpd linked professional development.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every Core Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English.

Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Teaching staff and all delivery staff, are provided with a checklist / audit tool to help them ensure that their curriculum planning and environment are as inclusive as possible for SEND See Appendix

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring Arrangements

The Proprietor and Governors monitor whether the school is complying with its policy vision and ensures it is teaching a “broad and balanced curriculum” Which includes the required subjects, through:

- Headteachers Reporting
- School Visits
- Staff Meetings
- Formal Assessment Results
- Post 16 Tracking
- Qualifications Outcomes
- ***The Senior leader QA and the Curriculum leader will monitor the mid to long term curriculum via:***
- Biweekly subject meetings
- Review of planning and resources
- Tracking of progress
- Subject visits and staff mentoring
- QA Schedule of observations, learning walks and book scrutiny
- ***The Senior Leader (Centre) of each site will monitor the daily delivery and quality of teaching in each centre via:***
- Daily engagement with all lessons and students
- Daily team briefing and adaptations as required
- Consistent role modelling of our ethos and values via behaviour management and teaching interactions,
- Monthly student progress meetings and book scrutiny
- 360 Degree Feedback (pupils, staff, parents) - Half Termly reviews
- Student led review and progress meetings.

Subject Leaders and champions will:

- Manage the SOW and Resourcing
- Communicate with all subject teachers and mentors
- Report to Curriculum leader for support and development
- Organise and support peer observation and moderation sessions

This policy will be reviewed every year by [the headteacher, QA Lead and Curriculum Leader and via Subject Leaders Meetings. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- CEIAG Policy
- Equality Policy

8. Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the Senior Leader for the centre their child attends. Further support is available from Subject Leader and Curriculum Leader if the required 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 schools' complaints procedure.

An Inclusive Classroom Checklist:

This checklist is compiled with the essential elements required to provide an inclusive and supportive classroom for all learners at all levels. Remember that strategies and supports that are necessary for students with additional support needs will benefit all students in the class and must be available to all regardless of age and stage in the Centre.

Strategy	In Place?
Lesson planned with 3 levels of learning (L/M/H)	
Differentiated work provided – for example, scaffolds, writing frames, keyword banks, stretch and challenge	
Evidence of Blooms (see wheel) in range of tasks	
Evidence of Blooms in verbal questioning.	
Evidence of Blooms in outcomes.	
Marking feedback in books is personalised, positive, meaningful and extends learning.	
Teacher file is in place and a working pack – for example contains data, assessment grades, reflection comments on SOW.	
Individual Pupil Progress (IPP) files for those you keyword.	
Dyslexia friendly slides used (Ariel or Comic Sans, increased line spacing, 12-14 font, pastel background (avoid black/white contrast). Black words and yellow backgrounds are most favourable.	
Use of coloured overlays and/or coloured paper/pens for certain students who require.	
Access arrangements being used as 'normal working practice.'	
Correct equipment available/being used for variety of learners.	
Visual supports alongside verbal instructions for all tasks.	
Visual supports do not contain too much clutter but are meaningful, can be used as a reference tool and appropriately support current learning.	
Visual timetable of day is available for student to independently refer to.	
Displays that celebrate success showing a range of learners	
Instructions are presented visually to be independently referred to by student to avoid sensory overload.	
Well organised classroom that is clutter free.	
Clear classroom rules and routines that are established.	
Well-lit and ventilated room (not too hot/cold).	

Seating plan takes consideration of needs (For example, HI,VI,Dyslexia, ASC).	
Tone, pace and volume of instructions from teacher varied.	
Students benefit from explicit instructions, re-phrase and repeated to enhance learning. Alongside not too much teacher talk.	
Awareness of possible sensory overload for some learners (in particular those with ADHD/ASC). Environment considered for example, not too noisy, no excessive glare, buzz of speakers etc.	
Help boxes (resources) available to assist students with independent learning.	
Evidence of literacy enrichment.	
Interventions offered, available and being used.	