

Title	CURRICULUM POLICY
Cross References	 Teaching and Learning Policy  Behaviour Policy
Date	October 2025

Our Curriculum Intent

- Our curriculum has a dual focus on nurturing students' academic and personal development.
- We believe that it is our duty as professionals, through both the direct and indirect curricular experiences we offer, to identify and nurture within each student, his / her innate aptitudes and intelligences. As humans, with complex and unique minds, we learn in different ways. At Apricot, we will both celebrate and nurture this.
- We are constructing a curriculum that is ambitious and values-driven, reflecting the best in digital / online learning, one that is designed to give all students the education they need to succeed in life.
- The curriculum offer made to parents and students offers sufficient breadth and particular depth of study – a relevant range of experiences carefully mapped out within and across subjects for each age phase so that students build cumulatively their knowledge, skills and understanding.
- To accent quality, we will focus, at all phases of the student's schooling, on the core essence of what it means to be a linguist, a writer, a scientist or a historian, to help each learner develop an appreciation of excellence in subject / faculty domain learning.
- We will also seek to focus on what students can do as well as what they know by developing core thinking and social skills / attributes to aid them in making connections in their learning in preparation for later life.
- We recognise that clients/families selecting an online education at Apricot for their child/ren do so for a range of reasons - we offer full flexibility to clients, parents and carers in terms of the academic curriculum options they adopt at each key stage.
- For students enrolling at Apricot, many of whom have experienced difficulties in mainstream schooling and may have been excluded, flexibility is key to our offer. We work closely with local authorities and their schools to admit flexibly, and establish a package of support that best supports each student. We work in partnership to promote reintegration to mainstream wherever possible.
- The curriculum is successfully adapted, designed and developed to be ambitious and to meet the additional needs with which many of our students present. It develops through increasingly personalised learning, their knowledge, skills and abilities so they can apply what they know and can do with increasing fluency and independence.
- Our curriculum is delivered in a safe, online environment where students can practice navigation of the digital social world to develop confidence, perceptiveness, and wisdom.

THE CURRICULUM comprises:

- The Taught Curriculum
- Over-arching transferable skills
- Enrichment and school life

The Taught Curriculum at Apricot - an overview

- **Our Key Stage 2 curriculum** offers children a rich and engaging experience of the learning platform. A full curriculum is on offer, taught by subject specialists, with flexibility.
- **Our Key Stage 3 Curriculum** is planned to engage pupils, giving them the chance to discover which subjects they have a passion for before making their GCSE course choices at the end of Year 9.
- In our **Key Stage 4 Curriculum**, Key Stage 4 learners are supported to build their confidence, achieve personal goals and attain the skills, knowledge and understanding to underpin examination success and progress to further education and employment.. The programme for each subject is both engaging and promotes independent learning and further enquiry.
- Our **Key Stage 5 Curriculum** enables students to study online AS and A Levels -the subject options are cited below

Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
English	English	English Language	English Language
Mathematics	Mathematics	English Literature	English Literature
Science	Science	Mathematics	Mathematics
Geography	Computer Science	Computer Science	Further Mathematics
Religious Studies	Geography	Biology	Biology
History	History	Physics	Physics
	Religious Studies	Chemistry	Chemistry
		Business	Computer Science
		History	History
		Geography	Geography
	Functional Skills	Psychology	Business Studies
	English	Religious Studies	Psychology
	Maths	Sociology	Sociology
	ICT	Media Studies	Economics
		Economics	
		Citizenship	
		Child Development	

Enrichment and school life at Apricot

The taught curriculum is enriched in numerous ways:

- A dedicated team offering students high quality and impartial career advice and guidance about which courses suit their academic needs and aspirations
- There are the more day-to-day forms of enrichment, built into each subject through personalisation
- Enrichment is carefully tailored to the needs of each Key Stage.

Monitoring the implementation of the curriculum

The effectiveness of how the curriculum is implemented together with its overall impact on student outcomes is continuously monitored in a variety of ways:

- Learning Walks conducted by Senior Leaders of Learning and Heads of Faculty and other senior leaders
- Formal lesson observations
- Work scrutinies – e.g. monitoring the frequency and effectiveness of marking and feed back in student grade books
- Discussions with students
- Student and parent / client questionnaires
- Senior Leadership Team (SLT) meetings and line management meetings between members of SLT
- Outcomes / data analysis on key metrics relating to achievement, attendance, retention
- Faculty reviews
- School evaluation meetings, when evidence on curriculum intent, implementation and impact is considered in relation to an Evaluation Schedule -Quality of Education

Assessment and Reporting

Rationale

Assessment is an integral part of student learning, as referenced in our Learning and Teaching Policy. It is a continuous, primarily formative process, involving students, teachers and parent / carers, with the aim of enabling each student to develop their full potential. Assessment should, therefore, recognise students' achievement and effort and inform planning for future learning. It should be transparent, accurate and consistent. At Apricot, we intend these assessments to map students' personal as well as their academic development, incorporating metrics on the extent of their engagement with study and school as well as their social, emotional and mental health and well-being.

Assessment: attainment

We will identify each student's starting points in their learning using the summative assessment results from information from schools and the first half term in the autumn as our attainment baseline. Each assessment will determine whether students are working towards, meeting or exceeding expectations. Further assessments will occur each half term for every subject.

As we develop our **attainment dashboard**, we will show the proportion of students reaching and exceeding age-related expectations in subjects using this internal data. Alongside this, we will report external examination outcomes for those students whose results are known to us.

Assessment: progress

We define progress for each student in terms of the extent to which they acquire the *requisite knowledge, understanding and skills within each subject* AND more widely, *the learning attributes necessary for successful study and personal growth*.

We will track each student's journey within a subject, using the initial baseline test assessment. Key tasks set by teachers and mock examinations will constitute Assessment.

Our **progress dashboard** will show measures of academic progress from baseline to exit grades for each subject. We will also capture progress in terms of the extent of student engagement, using metrics such as:

- *Attendance* (live session attendance, Authorised absence, Unauthorised absence)
- *Lesson engagement*
- *Behaviour*
- *Productivity*

These measures above largely link to the students' level of engagement with their own learning in and beyond lessons. This data could be augmented by feedback from students and families on their own perceptions of academic attainment and progress.

Our assessments and reporting will seek to capture the journey they make to developing personal attributes, such as self-confidence, resilience, optimism and the ability to be self-reflective. A key factor here, in terms of its influence on their academic progress, will be 'productivity'; the extent to which students meet external expectations of them in terms of evidencing their capabilities.

Student skill-set and personal progress

The Assessment Framework (see below) is being implemented and will also enable us to focus on students' wider skills development too. There are four key groups of these skills;

Associative: foundation learning skills, including basic skills in literacy and memory

Cognitive: critical thinking, numerical and creativity

Engagement / personal skills: the development of empathy and motivation

As part of this work, we are beginning to survey and map students' social, emotional and mental health and well-being.

Student ownership of the process

As part of the learning process, the student must be helped to become the most active agent in the 'learn, explore, apply and reflect' cycle, through assessment as well as external feedback. This involves us as professionals in encouraging all students to fully engage with the process of completing set assignments, participating fully in periodic assessments / tests, including mock examinations and taking full note of the constructive feedback that Leaders of Learning offer them through written responses to formal submissions of work and to tasks set in online lessons. This process is crucial in helping students make the most gains in the learning undertaken in lessons and to maximise their progress over time. Parents and carers play a crucial role in encouraging their children to complete all work set and note and action the feedback given.

Purposes of assessment

We undertake assessments in order to:

- acknowledge students' achievements
- inform teachers' lesson planning
- inform reporting and communication with clients, parents and carers of students
- involve students in self-assessment and peer-assessment whenever appropriate
- guide students towards achieving their potential.

Good practice

Effective assessment depends upon being clear about the purpose of assessment and having an agreed overall policy on the assessment of learning. In the context of assessment, the standardisation of professional judgements depends upon consistent interpretation of clear and shared criteria.

The most effective assessments occur when students are clear at the outset, about the performance criteria upon which they will be judged. It is imperative that we offer each student continuous, explicit feedback on their performance against such criteria, so that they might internalise it, know their own profile and take ownership in time of their own development.

Marking and feedback

- This policy takes account of the expectations placed on all teachers to give students regular feedback, both orally and through accurate marking of tasks and assignments, and to encourage pupils to respond to the feedback.
- In this way, we promote good progress for all students, using the assessment information to best respond as teachers to their individual strengths and needs.
- This requires teachers to have an extensive knowledge and well-informed understanding of the assessment requirements for the subjects / curriculum areas they teach, including those related to public examinations and qualifications.
- Marking is the responsibility of each teacher. Work should be marked on a regular basis and clear and appropriate records kept. Regular marking, including annotations (often related to the exam rubric) and regular feedback give students the clearest steer on next steps in their learning.

Principles relating to marking and feedback

- All students will know their school target grade, personal target and current working at grade.
- All departments will use a range of assessment methods to measure progress and identify targets for improvement. This will include formal assessments (based on examination style questions), peer and self-assessment and monitoring of classwork and homework.
- Formal assessments will take place as calendared and will be marked in detail using examination mark schemes and criteria.
- Heads of Faculty will arrange with Senior Leaders of Learning for the moderation of assessed work for quality assurance and standardisation.
- Formal assessments and selected work marked in detail will provide a target and advice on how to improve.
- Classwork will be monitored regularly.
- Detailed verbal feedback should be acknowledged by a verbal feedback stamp or a student comment noting details of feedback.
- Students will be aware of their targets to improve and given the opportunity to respond to feedback.
- All departments will track student progress over time in a systematic fashion.
- Students and parents will receive feedback and targets. as per the reporting cycle.
- Assignments will be set and monitored.
- Clients should be kept informed if students do not complete set assignments through the school and department follow-up systems
- Good work and effort on the part of students will be recognised.

Authorised by: Jodie Phillips, Operations Director

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