

Title	Curriculum Policy
Cross References	🍏 Teaching, Learning and Assessment Policy 🍏 Staff Code of Conduct Policy 🍏 Admissions Policy 🍏 Child Protection and Safeguarding Policy 🍏 SEND/EHCP Policy 🍏 Online Safety Policy
Date	October 2026

1. Our Curriculum Intent

- Our curriculum has a dual focus on nurturing students' academic and personal development.
- We provide an ambitious, values-driven curriculum that reflects the strengths of high-quality digital and online learning and supports students to gain the knowledge, skills, understanding and confidence they need for future learning, employment and adult life.
- We recognise that students learn in different ways. Teaching and curriculum planning seek to identify individual strengths, needs and aptitudes and to provide appropriate challenge and support.
- Our curriculum provides breadth and, where appropriate, depth of study. Learning is planned so that students build knowledge, skills and understanding cumulatively within and across subjects.
- We value both what students know and what they can do. Alongside subject knowledge, we seek to develop independence, critical thinking, communication, resilience, digital confidence and the ability to make connections in learning.
- Apricot Online works with students referred for a wide range of reasons. Many have experienced barriers to mainstream education. Flexibility and personalisation are therefore central to our curriculum offer.
- We work with commissioning schools, local authorities, parents/carers and students to establish an appropriate programme. Reintegration to mainstream or another setting may be an intended outcome where this is appropriate for the individual student, but it is not assumed to be the goal of every placement.
- The curriculum is adapted where appropriate to meet students' additional needs and to support increasing fluency, confidence and independence.
- Our curriculum is delivered in a safe online environment. Students are supported to develop responsible and confident use of digital technology and to understand how to navigate the online world safely.

2. The Curriculum

The Apricot Online curriculum comprises:

- the taught curriculum;
- overarching transferable skills and personal development; and
- enrichment, careers education and wider preparation for future learning and life.

3. The Taught Curriculum at Apricot Online

Our curriculum is flexible and may form a student's full educational programme or contribute to a wider package commissioned by a school or local authority. Subject combinations and hours are agreed according to the student's age, starting point, needs, intended outcomes and commissioning arrangements.

- Key Stage 2: a broad and engaging curriculum with flexibility to meet individual needs and support secure foundations for future learning.
- Key Stage 3: a broad curriculum designed to maintain engagement, strengthen core knowledge and skills and allow students to explore subjects before later qualification choices.
- Key Stage 4: programmes designed to build confidence, subject knowledge and examination skills and to support progression to further education, training or employment. GCSE and Functional Skills pathways may be used as appropriate.
- Key Stage 5: online post-16 study, including AS/A Level subjects where offered, with programmes planned around the student's intended progression and qualification requirements.

4. Current Subject Offer

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
	Computer Science	Computer Science	Further Mathematics
	Geography	Biology	Biology
	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
		Media Studies	Economics
		Economics	Environmental Science
		Citizenship	
		Child Development	

5. Enrichment, Careers and Wider Development

The taught curriculum is complemented by opportunities that support students' wider development and future progression. These are adapted to the nature and duration of each placement.

- careers information, advice and guidance to support appropriate course and progression choices;
- subject-based enrichment and opportunities for wider enquiry;
- development of independent learning and study skills;
- personal development and preparation for further education, training, employment and adulthood; and
- opportunities to develop digital literacy, online safety awareness and responsible participation in the digital world

6. Curriculum Adaptation and Additional Needs

Apricot Online recognises that many students have SEND, social, emotional or mental health needs, health needs, anxiety-related barriers, gaps in prior learning or other circumstances that affect access to education.

Teachers use available referral information, EHCP information where relevant, baseline evidence, professional judgement and ongoing assessment to adapt teaching and curriculum delivery. Reasonable adjustments are considered in accordance with the student's identified needs and the nature of the online provision.

Adaptation may include changes to pace, task design, level of scaffolding, communication, lesson structure, use of resources, breaks or the balance between live teaching and independent work. Curriculum ambition should be maintained while access barriers are reduced.

7. Monitoring Curriculum Implementation and Impact

Senior leaders and curriculum leaders monitor the quality, implementation and impact of the curriculum through a proportionate range of quality assurance activities. These may include:

- lesson observations and/or learning visits within the online environment;
- review of students' work, assignments, grade books and feedback;
- discussions with students and feedback from parents/carers and commissioners;
- analysis of attendance, engagement, retention, attainment, progress and examination outcomes where available;
- faculty or subject reviews, moderation and standardisation;
- staff supervision, line management and Senior Leadership Team review; and
- evaluation of whether curriculum arrangements continue to meet the intended outcomes of placements.

Quality assurance is used to identify strengths, support professional development and inform improvements to curriculum planning and delivery.

8. Assessment and Reporting

Rationale

Assessment is an integral part of teaching and learning. It is a continuous process that should recognise achievement and effort, identify gaps and misconceptions, inform future teaching and help students understand how to improve.

Assessment is primarily formative but includes appropriate summative assessment. It should be purposeful, proportionate, transparent and consistent with the requirements of the subject, qualification and individual student's programme.

Starting points and attainment

Students' starting points are established using the best information available. This may include information supplied by the commissioning school or local authority, prior attainment and examination information, previous work, baseline activities and teachers' assessment during the early stages of the placement.

Assessment frequency and format will reflect the subject, programme, length of placement and qualification requirements. Formal assessment may include examination-style tasks, key assignments, tests and mock examinations where appropriate.

Progress

Progress is considered in relation to the student's starting point, curriculum programme and intended outcomes. Academic progress includes the acquisition and application of knowledge, understanding and subject-specific skills.

Where relevant to the placement, Apricot Online may also consider indicators such as attendance, lesson engagement, productivity, independent learning and the student's developing confidence as contextual information alongside academic progress. These wider indicators do not replace academic assessment.

Progress information is recorded and communicated through Apricot Online's agreed assessment and reporting systems and may be shared with students, parents/carers and commissioners in accordance with the reporting arrangements for the placement.

9. Student Ownership of Learning

Students should be supported to become increasingly active participants in their learning. Teachers encourage students to engage with assignments and assessments, reflect on feedback, recognise their strengths and identify appropriate next steps.

Parents/carers and commissioners can play an important role in supporting engagement, particularly where a student is learning from home or where independent study forms part of the programme.

10. Purposes of Assessment

Assessment is used to:

- acknowledge and recognise students' achievements and effort;
- identify starting points, gaps in learning and next steps;
- inform lesson and curriculum planning;
- support reporting and communication with students, parents/carers and commissioners;
- prepare students appropriately for external qualifications where relevant;
- support self-assessment and reflection where appropriate; and
- help students make the best possible progress within their individual programme.

11. Marking and Feedback

Teachers provide regular, meaningful feedback in forms appropriate to the subject, task and student. Feedback may be verbal, written or delivered through Apricot Online's approved digital systems.

- Feedback should help students understand what they have done well and what they need to do next.
- Marking and feedback should be proportionate and should support learning rather than create unnecessary workload.
- Teachers must understand the assessment objectives, marking criteria and qualification requirements relevant to the subjects they teach.
- Formal examination-related assessments should be marked using appropriate awarding-body criteria or mark schemes where applicable.
- Teachers should maintain appropriate records of assessment and progress.
- Students should be given appropriate opportunities to act on feedback.
- Where work is moderated or standardised, curriculum leaders will ensure this is undertaken in a proportionate way to support consistency and quality.

12. Reporting and Communication

Students, parents/carers and commissioners will receive information about progress in accordance with the reporting arrangements agreed for the placement. Reports should be clear, evidence-based and appropriate to the duration and purpose of provision.

Where non-attendance, disengagement or failure to complete agreed work is affecting progress, this should be recorded and communicated through the appropriate Apricot Online follow-up and safeguarding/attendance procedures.

13. Review

The curriculum is reviewed regularly to ensure that it remains ambitious, appropriate to Apricot Online's students and commissioners, and responsive to changes in qualifications, statutory guidance, student needs and the organisation's provision.

This policy will be reviewed annually and sooner where significant changes to curriculum provision or organisational practice make this necessary.

Authorised by: Jodie Phillips, Operations Director

Date: October 2026

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