

Curriculum Policy

Reviewed by:	Richard Fihosy / Claire Ames
Policy Commencement Date:	July 2025
Ratified by:	Provision manager and DSL
Review:	Annual
Next Review:	September 2026

1. Introduction

At AS2Educate, we are committed to providing a broad, balanced, inclusive, and trauma-informed curriculum that meets the diverse needs, interests, and aspirations of our learners. Our curriculum supports both academic achievement and personal growth, while preparing students for positive, sustained post-16 transitions into education, employment, or training.

Our provision is grounded in relational and trauma-informed practice, ensuring that all students, regardless of their background or prior experience, are able to access meaningful, relevant learning.

2. Curriculum Intent

The AS2Educate curriculum is designed to:

- Promote core skills in English, Maths, and Digital Literacy
- Offer recognised, practical qualifications across a range of vocational areas
- Build students' social, emotional, and communication skills
- Provide cultural, creative, and physical enrichment opportunities
- Support progression into further education, apprenticeships, and employment
- Foster confidence, resilience, independence, and ambition

3. Curriculum Offer

We deliver a carefully structured and flexible programme that includes:

Core Academic Skills

- **Functional Skills English and Maths** (Entry Level – Level 2)
- **Functional Skills Digital Skills** (Entry Level – Level 1)

Vocational and Practical Learning

- **NCFE Level 1 Award in Occupational Studies**

- **NCFE Level 1 Certificate in Food and Cookery Skills**
- **NCFE Level 1 Certificate in Sport**
- **NCFE Level 1 Certificate in Employability Skills**
- **Tailored vocational qualifications** to suit individual learner interests and career aspirations
- **VCTC Level 1 in Beauty**
- **City & Guilds Level 1 (Award, Certificate, Extended Certificate) in Construction Skills**
- **City & Guilds Level 1 (Certificate) Vehicle Maintenance**

Enrichment and Recognition

- **AQA Unit Award Scheme** – to recognise small-step achievements
- **Arts Award** – Bronze and Discover levels, promoting creativity and cultural participation
- **Duke of Edinburgh’s Award** – building independence, teamwork and resilience
- **King’s Trust Programmes** – supporting character development, enterprise, and social action

Careers and Progression

- **Bespoke Careers Pathways** support, including CV writing, mock interviews, and work-related learning
- **Employability Programmes** focused on skills for the workplace
- Partnerships with external providers, employers, and post-16 education settings

4. Curriculum Implementation

Our curriculum is implemented through:

- Personalised timetables based on individual EHCPs, interests, and career goals

- Small group and 1:1 teaching within a trauma-informed, relational framework
- Hands-on, practical delivery methods to support engagement and understanding
- Ongoing assessment for learning, with flexible pathways and alternative accreditation
- Regular review and tracking of student progress against agreed targets

All delivery is underpinned by AS2Educate's core principles: **Protect, Relate, Regulate, Reflect**.

5. Curriculum Impact

We measure the impact of our curriculum through:

- Progress and achievement in qualifications and core skills
- Improved engagement and attendance
- Evidence of personal and social development
- Successful transition into post-16 destinations
- Student voice and wellbeing indicators

Our focus is on **individual progress and preparation for adulthood**, rather than solely academic outcomes.

6. Equal Opportunities and Inclusion

The curriculum is accessible to all learners, including those with SEND, SEMH, or those who are disengaged from mainstream education. Adjustments are made to ensure full participation, and staff are trained to deliver learning in a **trauma-aware, inclusive, and differentiated** manner.

7. Monitoring and Review

This policy and the curriculum offer are reviewed annually by the leadership team, informed by:

- Student progress and outcomes
- Stakeholder feedback (students, staff, parents, partners)
- Changes in statutory guidance or qualification availability