



The Complete Works Policies

Curriculum Policy

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Contents

Introduction	3
Individual Education Plans	3
Selecting a Curriculum	3
Group Education	4
Blended Learning	4
Speaking and Listening, Literacy and Numeracy	4
Provision for Personal, Social, Health Education	4
Creativity	5
Inclusivity	5
Learning and Progress	5
Responding to Students' needs	6

Key Points:

- **Every student has an Individual Education Plan to provide a bespoke, broad, balanced and creative curriculum.**
- **A student's curriculum is chosen by the curriculum team and, where necessary, by the SEN Lead, to meet the individual needs of the student.**
- **TCW offers offsite 1:1, onsite 1:1, onsite groups, and blended learning.**
- **Skills in speaking and listening, literacy and numeracy are interwoven throughout all SoW.**
- **British Values and Spiritual, Moral, Social and Cultural Education are entrenched throughout all subjects.**
- **All students receive regular PSHE.**
- **Teachers receive regular training to ensure that creativity exists within their students' curriculum.**
- **Every effort is made to ensure that curriculum content reflects our diverse population.**

1. Introduction

The curriculum is central to The Complete Works educational offer. We believe in building the right curriculum around our students and therefore offering them a bespoke educational experience that will both engage them and support them in their future aspirations.

As a school we have numerous ways for our students to learn and try to give everyone a chance to experience as many of these different delivery approaches and experiences as possible. Most students will have their core subjects delivered on a 1:1 basis either in their homes, a local library or another agreed appropriate setting. In addition to this, wherever possible, students will also have the opportunity to attend one of our hubs across London to use the creative facilities available and work in small groups. We also loan all our students their own Chromebook allowing us to blend learning where needed or to develop a resilient learning approach.

2. Definition

Throughout this policy, 'school' and 'TCW' have the same meaning and are interchangeable.

3. Policy Links

This policy supports/complements the following policies:

- SEN Policy
- E-safety Policy
- Blended Learning Policy
- PSHE Policy
- Spiritual, Moral, Social & Cultural Education Policy
- British Values Policy
- Diversity & Equality Policy

4. Individual Education Plans

Every student has their own Individual Education Plan (IEP) to meet their personal needs. In creating these plans we always aim to provide a broad, balanced and ambitious curriculum drawing from a structured list of schemes of work. Unless a specific curriculum is requested by the referring body to supplement education elsewhere, then we prioritise Numeracy, Literacy, Creativity, PSHE and Science.

5. Selecting a Curriculum

All courses are age appropriate, with schemes of work associated with specific year groups. This does not mean, however, that all students must follow the scheme associated with their age group. The Curriculum Team works with the teachers to identify a curriculum that appropriately challenges and engages students. Pathways are informed by baseline assessments, education history and student aspirations. Specific education needs may be listed in a Education Health Care Plan (EHCP) or be established through referral or diagnostic testing conducted by our SEN Lead who will ensure that the school meets the required needs. The available support and interventions are discussed in our SEN Policy.

Several schemes of work, especially for primary students, are interwoven, project based thematic curriculums. This allows us to maximise engagement and diversify learning in a limited space of time.

Where a student joins TCW part way through the academic year, then a curtailed curriculum may be agreed in order to attempt to bring the student up to speed as quickly as possible, and give them the best opportunity to transition to their next step. The focuses of the scheme of work will be decided by the curriculum team alongside the subject leads.

Our curriculum offer can be found in the appendix of this document.

6. Group Education

Small group education is offered in our hubs across London. It gives our students the opportunity to learn among peers, developing their social skills, as well as giving them access to specialist teachers and facilities. Most group sessions focus on developing vocational skills and many offer a chance to work towards a qualification like a BTEC, GCSE or other award. The benefits of these sessions, however, stretch far beyond that of a qualification. It is here students develop the personal and social skills needed to progress to mainstream schools, colleges and/or the workplace.

7. Blended Learning

All TCW students are provided with a personal Chromebook for them to be able to work on remotely. Please see our E-safety Policy for how these are provided safely. These laptops provide access to Google Meet and Google Classroom alongside a plethora of other resources allowing our teachers to deliver education remotely where necessary or desired. In a modern world we believe the ability to work remotely is an important skill for our students to develop, however it also provides occasional solutions to the challenges of teaching across such a wide geographical area. It can also help students who may be anxious about learning in certain settings, by introducing them gradually to teachers, peers or groups. Please see our Blended Learning Policy for more details.

Curriculum Policy

8. Speaking and Listening, Literacy and Numeracy

We seek to emphasise the acquisition of these skills through all our schemes of work. Opportunities for sharing and appreciating each other's point of view are encouraged in all subject areas. Students undertaking Entry Level, Functional Skills and GCSE English will be formally assessed in Spoken Language and moderated by external exam boards.

9. Provision for Personal, Social, Health & Economic Education

Regular PSHE lessons are timetabled for all students. However the topics of PSHE may also be delivered through cross-curricular discussions, particularly in English, History and student's Personal Development sessions. Individual mentoring is also offered. Leaflets and other information for local support are also made available. This is discussed in more depth in our PSHE Policy as well as our Spiritual, Moral, Social & Cultural Education Policy. PSHE related resources are also provided for cross-curricular teaching, for example Careers, Employability and Diversity may be covered within core schemes of work.

At TCW, the PSHE curriculum encompasses core British Values so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. Please see our British Values policy for more information on this.

10. Creativity

At TCW, we respond creatively to the specific needs of the young people who are referred to us. While our schemes of work are aligned to the targets of the National Curriculum, our teachers take a creative approach to deliver these targets.

Teachers undergo training to ensure lesson plans are creative and engaging in all subjects and great emphasis is placed on teachers developing a unique mode of delivery for each individual student.

Effort is made to ensure that all students at TCW have creativity embedded in their curriculum, whether through a specific creative subject, taking part in a whole school project or curating a piece of work for the annual Showcase or Exhibition.

11. Inclusivity

TCW is committed to diversifying the curriculum, so that no student is disadvantaged because of their background or characteristics. TCW recognises that in order for our young people to thrive in life, it must create an inclusive learning environment which provides equity of experience.

Working on a 1:1 basis allows for each student to receive a highly differentiated, bespoke curriculum that considers individual needs and interests.

To achieve quality inclusivity we ensure that:

- All students, regardless of their profile, have access to the same resources and facilities
- We have dedicated staff who ensure students feel safe and welcome and have equal chances of success

- Curriculum content reflects our diverse population and encourages social inclusion and mutual understanding of different perspectives
- Role models from diverse backgrounds are used in the syllabus to promote inclusivity and inspire all our students

12. Learning and Progress

Half-termly reports help to track progress and are used to review and set new targets. Students are also encouraged to discuss their learning targets with their Student Welfare Officer or Curriculum Coordinator, and set new targets through their half-termly reports.

Onsite staff meet together each week and offsite staff regularly communicate with their Curriculum Coordinator and any co-teachers they share students with in order to discuss the individual students and their learning needs.

13. Responding to Students' needs

Staff are advised and encouraged to ensure there are no barriers to their student(s) achieving. Students with SEN, disabilities and EAL are all considered and lessons are planned with resources to enable these students to access our full curriculum. Please see our Diversity & Equality Policy for more details.

14. Homework

At TCW we understand the importance of homework. Research evidence shows that students make better progress by completing homework, they are better prepared for future lessons and it can enrich their learning. We also understand the needs, abilities and expectations of our students varies, so there is no one size fits all approach to the amount and frequency of homework set.

Homework can be set in many different forms with different expectations and outcomes. Determining the amount or frequency of homework should be a collaborative decision between the teacher, student and parent/carer in order to maximise support and engagement. Any homework handed out should provide a positive impact on the student's education, so it is important to consider:

- What is the purpose of the homework? (E.g. to consolidate learning, catch up on missed work, develop independent study skills, complete an assessment etc)
- What are the aims of the homework? (E.g. what are the learning objectives, what skills are being developed etc)
- What are the expectations for both student and teacher? (E.g. how much time should be spent on the tasks, how often will homework be set, what standard of work is considered acceptable etc)
- What are the tasks and how/where should the student complete them? (Some example homework tasks are listed below)
- What is the competence of the student? (I.e. can they complete the tasks independently without help from the teacher or parent/carer)

Students are set up with a Kerboodle account where they will have access to online textbooks and worksheets, omitting the need for students to have access to these materials at home. Teachers may decide to use this platform to assign homework. Alternatively, all students have a Google Classroom account where teachers can assign homework and share homework materials.

Some homework tasks may include:

- Preparation for future learning (such as reading ahead and summarising or planning tasks for future tasks)
- Wider reading tasks for enrichment or consolidation
- Structured short-answer questions to consolidate learning in lessons
- Choice of tasks with varying levels of challenge
- Vocabulary or key-facts learning
- Guided research with appropriate support at the start of the work, such as key websites or printed references
- Timed essays or extended pieces of writing
- Creative responses to the learning – such as pamphlets
- Revision
- Write-up of experiments or practical work

It is not appropriate to set homework overnight. There must be sufficient time to complete a homework task, with a recommendation of 3 days notice at the very least.

15. Appendix - Curriculum Offer

This table includes the subjects available to all students. Where possible, if a student is interested in an additional subject/level we try to include it within their curriculum offer, as long as we have teaching staff to deliver the subject.

Subject	Levels	Lesson Types
Art and Photography	GCSE, Key Stage 3 and below	Onsite group and Individualised lessons
Business	BTEC Level 1 and Vocational Experience Days	Onsite group
Construction	BTEC Level 1 and Vocational Experience Days	Onsite group
Cooking (& Hospitality)	BTEC Level 1 and Vocational Experience Days	Onsite group
Digital Media	BTEC Level 1 and Vocational Experience Days	Onsite group
English (Language)	GCSE, Functional Skills, Entry Level, Key Stage 3 and below	Onsite group and Individualised lessons

English Literature	GCSE	Onsite group and Individualised lessons
Geography	Key Stage 3 and below	Individualised lessons
Hair and Beauty	BTEC Level 1 and Vocational Experience Days	Onsite group
History	GCSE, Key Stage 3 and below	Individualised lessons
Land-Based Studies (& Animal Care)	BTEC Level 1 and Vocational Experience Days	Onsite group
Maths	GCSE, Functional Skills, Entry Level, Key Stage 3 and below	Onsite group and Individualised lessons
Music (& Performing Arts)	BTEC Level 1 and Vocational Experience Days	Onsite group
PSHE	Key Stage 4 and below	Individualised lessons
Science	Entry Level and Key Stage 3 and below	Individualised lessons
Biology	GCSE	Individualised lessons
Chemistry	GCSE	Individualised lessons
Physics	GCSE	Individualised lessons