



**Timeout
Education**

CURRICULUM POLICY



Curriculum Policy

Our Curriculum Policy Statement

At Timeout Education, we strive to provide a caring, structured and inclusive learning environment in which all pupils can develop socially, emotionally, morally and academically to their individual potential. We believe that every child, regardless of their starting point, needs, abilities or previous educational experiences, is entitled to a high-quality education that promotes achievement, wellbeing and a lifelong love of learning.

Our curriculum fulfils the requirements of the Education Act 1996, the Independent School Standards Regulations (ISSR), the SEND Code of Practice, the Equality Act 2010 and current Department for Education guidance. It is ambitious, broad, balanced and accessible, enabling all pupils, including those with SEND, EHCPs and SEMH needs, to develop the knowledge, skills and cultural capital required to thrive in modern Britain and succeed in the next stage of their education and beyond.

The curriculum is carefully planned and sequenced to ensure that pupils build on prior learning, know more, remember more and can apply their learning with increasing confidence and independence. Reading, writing, communication and mathematics sit at the heart of the curriculum and are promoted across all areas of learning.

Through high-quality, evidence-informed teaching and personalised support, we aim to develop pupils who are curious, resilient, independent and motivated to learn. We recognise the importance of personal development alongside academic achievement and provide opportunities for pupils to develop positive relationships, emotional literacy, self-regulation, confidence, wellbeing and responsibility.

Our curriculum actively promotes pupils' spiritual, moral, social and cultural development and prepares them to become respectful, responsible and active members of society. Through the promotion of British Values, careers education, enrichment opportunities, outdoor learning, community engagement and real-life experiences, pupils are encouraged to broaden their horizons, raise their aspirations and develop an understanding of the wider world.

At Timeout Education, we maintain high expectations for all learners. Through trauma-informed practice, restorative approaches, adaptive teaching and positive relationships, we ensure that every pupil feels safe, valued, included and able to succeed. Working in partnership with families, clinical teams and other professionals, we support pupils to make strong progress from their individual starting points and achieve meaningful outcomes.

We are committed to ensuring that all pupils, regardless of need or previous educational experiences, have access to a curriculum that is comparable in breadth, ambition and opportunity to that experienced by their mainstream peers, whilst remaining responsive to their individual needs. Where pupils have experienced disrupted education or gaps in learning, targeted assessment, intervention and personalised support are used to re-engage learners and accelerate progress. Alongside academic learning, we recognise and value the contribution of therapeutic support, enrichment, outdoor learning and wider personal development opportunities, ensuring that every pupil develops the confidence, independence, resilience and skills needed to successfully transition into the next stage of education, training, employment and adult life.

Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in:

This policy reflects the requirements of:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years
- Independent School Standards Regulations (ISSR)
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children



- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
- Careers Guidance and Access for Education and Training Providers Statutory Guidance
- Prevent Duty Guidance

Related Policies

This policy should be read alongside the following policies:

- Marking and Feedback Policy
- SEND Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Careers Education, Information, Advice and Guidance (CEIAG) Policy
- Wellbeing Policy
- Educational Visits Policy

Curriculum Context

Timeout Education supports pupils with a range of Special Educational Needs and Disabilities (SEND), including those with Education, Health and Care Plans (EHCPs). Many pupils have identified Social, Emotional and Mental Health (SEMH) needs, Autism Spectrum Disorder (ASD), and additional needs that may impact learning, behaviour, communication and relationships.

Many pupils join the school following disrupted educational experiences, exclusion, low attendance, adverse childhood experiences, or difficulties engaging successfully within mainstream settings. Some pupils may present with behaviours that reflect unmet social, emotional, mental health or communication needs.

The complexity of need within our schools requires a personalised, therapeutic and responsive approach to education. Curriculum planning and delivery are informed by robust assessment and careful consideration of each pupil's strengths, needs and aspirations to ensure that appropriate support, challenge and opportunities for success are provided from the point of admission onwards.

Curriculum Intent

At Timeout Education, we strive to provide a caring, structured and inclusive learning environment where every pupil can develop socially, emotionally, morally and academically to their individual potential. We recognise that many of our pupils have experienced barriers to learning, disrupted educational journeys, or social, emotional and mental health (SEMH) needs.

Our curriculum is designed to re-engage learners, build confidence, raise aspirations and enable every child to experience success.

Our curriculum is broadly aligned to the National Curriculum and provides all pupils with access to an ambitious, broad and balanced, providing pupils with the knowledge, skills and cultural capital they need to thrive in school and beyond. It is carefully sequenced so that pupils build on prior learning, know more, remember more and can apply their learning with increasing confidence and independence.

Through high-quality teaching, purposeful assessment and personalised support, pupils develop the foundations they need for lifelong learning. We place a strong emphasis on developing vocabulary, language, literacy and numeracy across all areas of learning.

Our curriculum is adaptive and responsive, ensuring that all pupils, including those with SEND and EHCPs, can access an ambitious curriculum that meets their individual needs without lowering expectations. Teaching is trauma-informed, relational and inclusive, enabling pupils to feel safe, valued and ready to learn.



Alongside academic achievement, we place great importance on personal development. We support pupils to develop resilience, independence, emotional literacy, self-regulation and positive relationships. Through PSHE, Relationships Education, SMSC, British Values, therapeutic approaches and enrichment opportunities, pupils learn how to make positive choices, respect others and contribute meaningfully to their communities.

We believe that learning should be engaging, memorable and relevant. Through outdoor learning, educational visits, creative experiences, community engagement and real-life learning opportunities, pupils develop curiosity, broaden their horizons and build the cultural capital needed to succeed in modern Britain.

By the time pupils leave Timeout Education, they will have developed the knowledge, skills, confidence and aspirations needed to successfully access the next stage of their education and become positive, resilient and active members of society.

Curriculum Implementation

Across Timeout Education schools, the curriculum is delivered through three complementary strands that provide a coherent educational journey from Key Stage 1 through to Key Stage 4, ensuring pupils are well prepared for the next stage of education, training, employment and adulthood.

Learning is carefully sequenced to secure knowledge, develop skills and build confidence over time. Early learning prioritises literacy, numeracy, communication and personal development, progressing into accredited academic and vocational pathways, including Functional Skills, GCSEs, ASDAN programmes, AQA Unit Awards, Sports Leadership, Hair and Barbering, Construction and other vocational opportunities.

Curriculum provision is informed by robust baseline assessment, including Boxall profiling, to identify pupils' starting points, SEMH needs and barriers to learning. Staff follow a consistent cycle of identify, plan, respond, assess and evaluate, ensuring teaching is well matched to individual needs whilst maintaining high expectations for all learners.

Teaching is evidence-informed and underpinned by agreed pedagogical approaches including explicit instruction, modelling, scaffolding, retrieval practice, repetition, questioning and effective feedback. Practice is adaptive, trauma-informed and shaped by ongoing formative assessment, enabling pupils to develop independence, confidence and positive attitudes to learning.

Small-step progression, personalised pathways and targeted interventions support pupils to engage, succeed and make strong progress. Cross-curricular skills, including communication, digital literacy, problem-solving, creativity and collaboration, are embedded throughout the curriculum. Learning is active, engaging and relevant, with meaningful links across subjects to deepen understanding and support long-term memory.

Knowledge and Learning Curriculum

The knowledge and learning curriculum develops secure subject knowledge, promotes academic achievement and prepares pupils for future learning, qualifications and lifelong success.

In the primary phase, pupils access a broad and balanced curriculum with a strong focus on reading, writing, communication, mathematics, science, humanities, computing, physical education and the arts.

In the secondary phase, pupils access appropriately ambitious academic and vocational pathways, including GCSEs, Functional Skills, ASDAN programmes, AQA Unit Awards and vocational learning opportunities such as Sports Leadership, Hair and Barbering, Construction and outdoor Learning.

Literacy, numeracy, communication and SMSC development are embedded across all curriculum areas.

Personal Development Curriculum

The Personal Development Curriculum supports pupils to develop the skills, behaviours and attributes needed to thrive in school, their communities and later life.

This includes:

- PSHE and Relationships Education



- Mental Health and Wellbeing
- Emotional literacy and self-regulation
- British Values and Citizenship
- Pupil voice and peer leadership opportunities
- Careers Education, Information, Advice and Guidance (CEIAG)
- Preparation for Adulthood
- Online Safety and Digital Citizenship
- Life Skills
- Communication, teamwork and problem-solving
- Therapeutic interventions linked to individual needs

EHCP outcomes, pupil passports and personalised targets are integrated into curriculum delivery to ensure pupils make progress academically, socially and emotionally.

Enrichment Curriculum

The Enrichment Curriculum broadens pupils' experiences, develops cultural capital and enhances classroom learning.

Opportunities include:

- Educational visits
- Forest School and outdoor learning
- Horticulture and environmental projects
- Swimming
- Creative arts
- Visitors, workshops and guest speakers
- Community engagement and volunteering
- Enterprise projects
- Sporting and extracurricular activities
- Employer encounters, work-related learning and workplace experiences
- Therapeutic mentoring and wellbeing activities

Leaders monitor participation to ensure all pupils, including those with SEND, SEMH needs and disrupted educational histories, can access and benefit from these wider opportunities.

SMSC, British Values and Community Engagement

Spiritual, Moral, Social and Cultural (SMSC) development is woven throughout the curriculum and wider school experience. Through learning, discussion, reflection and enrichment activities, pupils are encouraged to explore their values, beliefs and experiences, develop empathy and respect for others, and understand their role within their school, community and wider society.

Across all curriculum areas, pupils are supported to:

- Reflect on their learning, experiences and personal development.
- Express and discuss ideas, feelings and beliefs respectfully.
- Develop confidence, resilience, empathy and a sense of belonging.
- Build positive relationships and work collaboratively with others.
- Understand equality, diversity, inclusion and protected characteristics.
- Develop respect for different cultures, faiths, beliefs and backgrounds.

Strong partnerships with families, visitors, and the local community further enrich learning and help pupils develop cultural capital, social responsibility and an understanding of the world around them.

Inclusive Practice

Inclusive practice underpins all curriculum delivery at Timeout Education. Every pupil is entitled to access an ambitious curriculum regardless of need, disability, background or previous educational experience. Curriculum planning is informed by EHCP outcomes,



baseline assessments, pupil voice, family engagement and, where appropriate, advice from educational psychologists and speech and language therapists.

Teachers maintain high expectations for all learners and use adaptive teaching strategies, including modelling, scaffolding, visual supports, vocabulary pre-teaching, retrieval practice, assistive technology and alternative methods of recording, to remove barriers to learning without reducing curriculum ambition. Reasonable adjustments are made where necessary to support access, participation, independence and success.

Through nurturing relationships, predictable routines and DDP-informed practice, including Playfulness, Acceptance, Curiosity and Empathy (PACE), pupils are supported to feel safe, develop emotional regulation, build resilience and engage confidently in learning, enabling them to achieve meaningful outcomes.

Assessment, Quality Assurance and Monitoring

Assessment is continuous and purposeful. Teachers use clear success criteria, regular checks for understanding and structured opportunities for reflection to ensure pupils secure key knowledge before moving forward.

Summative assessment aligns with curriculum expectations and awarding body requirements and is supported by robust moderation, standardisation and quality assurance processes.

Leaders monitor curriculum implementation through learning walks, work scrutiny, assessment analysis, pupil voice and review against the Teaching and Learning Rubric. This ensures consistency, high standards and continuous improvement across all settings.

Through this cohesive approach, Timeout Education ensures all pupils receive an ambitious, inclusive and personalised curriculum that enables them to make strong progress, develop confidence and resilience, and achieve meaningful outcomes in education, employment and adult life.

Curriculum Impact

At Timeout Education, the impact of our curriculum is seen in the strong progress pupils make from their individual starting points academically, socially, emotionally and personally. Pupils develop secure knowledge, skills and understanding, enabling them to know more, remember more and apply their learning with increasing confidence and independence.

Through our ambitious, inclusive and personalised curriculum, pupils achieve meaningful outcomes, including progress towards EHCP targets, improved attendance and engagement, accredited qualifications and successful transitions to the next stage of education, training or employment.

Pupils develop literacy, numeracy, communication and digital skills alongside resilience, self-regulation, confidence and positive attitudes to learning.

The impact of our curriculum is also reflected in pupils' personal development. Pupils develop emotional literacy, independence, cultural awareness, positive relationships and an understanding of British Values, enabling them to participate confidently in school and the wider community.

Through enrichment, therapeutic support and preparation for adulthood opportunities, pupils broaden their experiences, raise their aspirations and develop the knowledge, skills and confidence needed for future success.

Curriculum impact is evaluated through assessment, progress against EHCP outcomes, pupil engagement, attendance, behaviour, pupil voice, qualification outcomes and destination data. This information is used to ensure all pupils continue to receive a high-quality education and achieve the best possible outcomes.

Ultimately, pupils leave Timeout Education as confident, resilient and well-prepared learners, equipped with the knowledge, skills and aspirations needed to succeed in their next stage of education and into adult life.

Concerns and Complaints



Parents and carers who have concerns about any aspect of the curriculum should discuss these in the first instance with the Headteacher for the site their child attends.

If the matter remains unresolved, parents and carers may make a formal complaint in writing to the Headteacher in accordance with the school's Complaints Procedure.

Monitoring and Review

This policy is subject to annual review unless changing circumstances require an earlier review.

Approved by:	Dani Worthington - Director of Education	Date:	01/09/26
Last Reviewed on:	01/09/26		
Next Review due by:	01/09/27		

