

Enrich Academy

Curriculum Policy

April 2025

| Section | Person responsible |
|---|---|
| Summary | Curriculum, Teaching and Learning Policy |
| SLT Member Responsible | Claire Sansom |
| Applies to | Enrich Academy |
| Trustees and/or individuals who have overseen development of this policy | Claire Sansom |
| Head of school /Service Heads who were consulted and have given approval (if applicable) | Emma McManus Teaching & Learning Network |
| Ratifying committee(s) and date of final approval | Learning and Achievement Committee |
| Version | 1.1 |
| Available on: Every Trust Website Academy Website Staff Portal | Y N Y Y |
| Related documents (if applicable) | Curriculum Plans |
| Disseminated to All Enrich Academy Staff | Yes |
| Date of implementation (when shared) | April 2025 |
| Date of next formal review | April 2026 |
| Consulted with Recognised Trade Unions | N/A |

| Date | Version | Action | Summary of Changes |
|------------|---------|------------|--------------------------------------|
| July 2024 | 1.0 | New Policy | |
| April 2025 | 1.1 | Review | Addition to curriculum Appendices |

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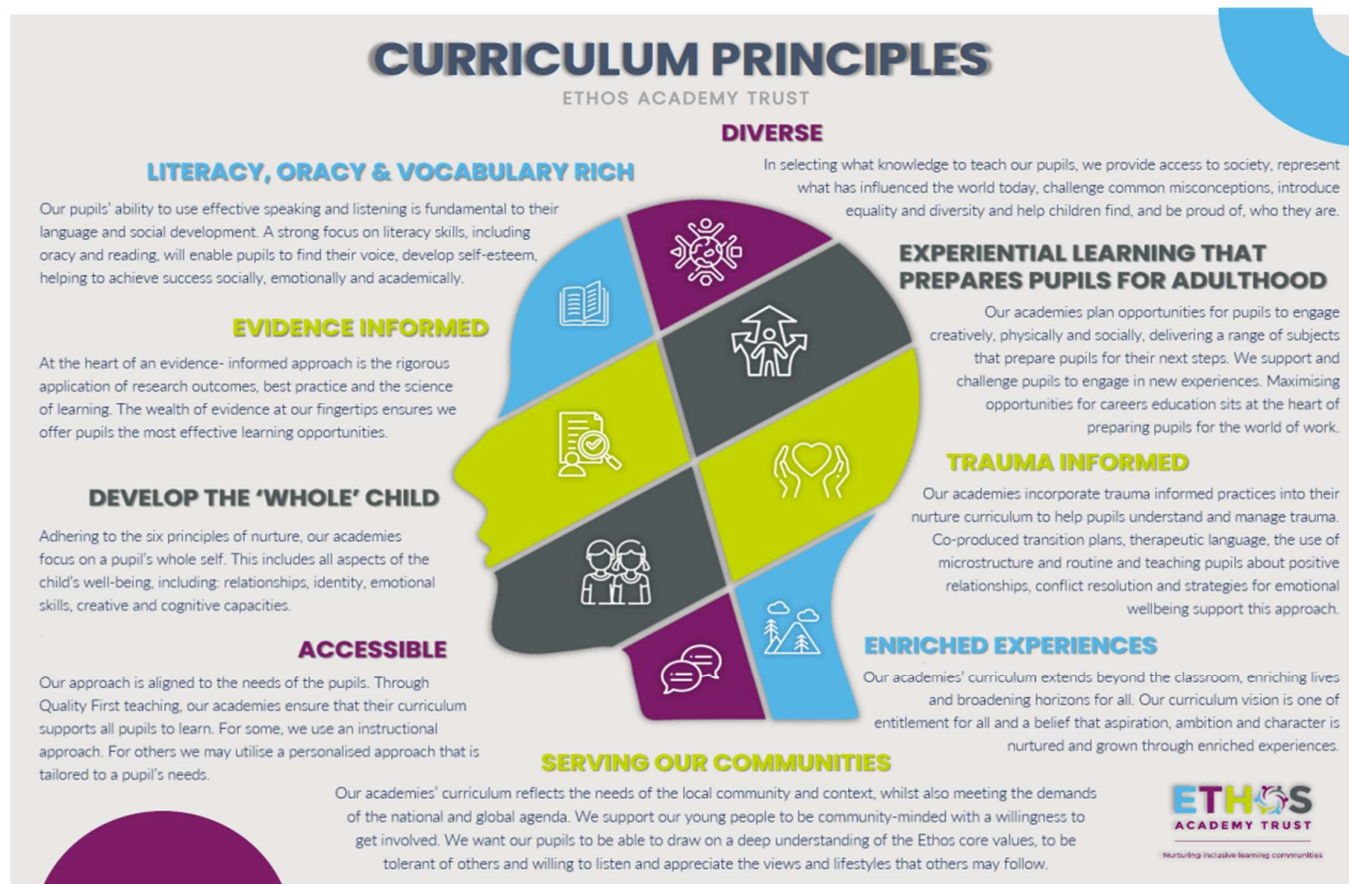
Introduction:

We believe in creating a supportive and nurturing environment where every student feels valued, respected and understood.

Our curriculum is designed to provide a nurturing environment that addresses the diverse needs of our students, focusing on both academic and vocational subjects.

Our approach is informed by principles of nurture, recognising the importance of acknowledging adverse childhood experiences to providing trauma-informed care.

We recognise that students must have their basic physiological and safety needs met before they can fully engage in learning. Our curriculum and support systems are designed to address these needs and promote holistic well-being.



Curriculum Intent:

Building Resilience

At Enrich, we will equip students with the confidence, perseverance, and problem-solving skills they need to overcome challenges. Through a structured curriculum that promotes independence and adaptability, we aim to develop their ability to manage setbacks, regulate emotions, and engage positively with their learning and future aspirations.

Enhancing Life Skills

At Enrich we will provide students with essential life skills to prepare them for adulthood, including financial literacy, communication, time management, and independent living. By embedding real-world learning experiences, we ensure that students leave with the skills necessary for daily life, further education, and employment.

Social, Emotional, and Mental Health (SEMH) Progression

At Enrich we will support students in understanding and managing their emotions, developing positive relationships, and improving self-esteem. Through a therapeutic and nurturing environment, we focus on emotional regulation, wellbeing, and creating a strong support network to help students thrive.

Academic Success at an Appropriate Level

At Enrich we will offer a flexible and curriculum tailored to the individual attainment of each student. We will enable students to achieve qualifications suited to their abilities and aspirations. This may be through Entry Level, GCSEs, or vocational qualifications. We ensure that every student has the opportunity to succeed and progress towards further education, training, or employment.

Personal Development and Career Aspirations

At Enrich we will encourage students to explore their interests, talents, and career ambitions through tailored careers guidance, work experience, and personal development opportunities. We aim to inspire students to set goals for their future and provide them with the skills and knowledge to take the next steps confidently in education, training, or employment.

Curriculum Structure:

Form tutors deliver core subjects in the morning. Students remain in their form rooms to emphasise that feeling of safety. Then after break time at 11:30am, students move to their vocational subjects spaces which they have chosen – some of which are out our Enterprise site.

We aim to provide a wide variety of vocational subjects to complement our core offer.

Core Subjects:

- English
- Mathematics
- Personal development

Vocational Subjects:

- Cooking
- Hair and Beauty
- Construction
- Motor vehicle
- Health and Social Care
- Art
- Horticulture
- Film Studies
- Science

Delivery:

Our teaching methods are tailored to accommodate the diverse learning needs and abilities of our students.

We emphasise hands-on learning experiences in vocational subjects to engage students and develop practical skills.

Alongside academic learning, we provide opportunities for personal and social development, including resilience-building activities and mindfulness practices.

Assessment and Progression:

Student progress is monitored through ongoing formative assessments, with regular feedback provided to support learning. We also offer mock examinations in Functional Skills and GCSE subjects to be able to inform trust data drops and medium-term planning.

We offer personalised support and intervention strategies alongside the behaviour support team to help students overcome barriers to learning and achieve their full potential.

Transition Planning: We work closely with students and their families to facilitate successful transitions to further education, training or employment. We have an external careers adviser who is on site every Tuesday to support with student progression at post 16.

Conclusion

Our curriculum policy reflects our commitment to providing a nurturing, inclusive, and trauma-informed educational environment for students at Enrich Academy. By integrating principles of nurture, Maslow's hierarchy of needs and trauma-informed practice into our curriculum, we aim to support students in achieving their academic potential and holistic well-being, empowering them to thrive academically and personally. We feel that if all those needs are met – a student will have the opportunity to be successful at their chosen post 16 provision and beyond.

Appendix A: Quality Assurance of the Curriculum

The quality assurance of the curriculum is mostly conducted through the performance management of teaching staff across the school. We also conduct scheduled deep dives which are calendared over the course of the year to ensure that the curriculum is fit for purpose. This combination provides coverage of all areas to ensure QA is a rigorous process.

Regular Evaluation and Review

We conduct regular evaluations of our curriculum to assess its effectiveness in meeting the needs of our students. This includes gathering feedback from students, parents, and staff, as well as analysing academic performance and well-being indicators.

Professional Development

We provide ongoing professional development opportunities for our staff to enhance their knowledge and skills in curriculum design, delivery and assessment. This enables us to continuously improve the quality of education we provide to our students.

Appendix B: Remote Learning

Our remote learning is facilitated through Microsoft Teams and using the students' school email addresses for them to be able to access the content.

A wide range of resources provide home learning for the students, including subject specific platforms such as Sparx Maths.

Access and Equity

We aim to ensure that all students have access to remote learning resources and technology, regardless of their socio-economic background or circumstances. This may include providing devices and support for students and families.

Engagement and Communication

We maintain regular communication with students and families to provide guidance, feedback and support during remote learning periods. This includes setting clear expectations, providing timely feedback and addressing any challenges or concerns that may arise.

Pedagogical Adaptations

We adapt our teaching strategies and resources to facilitate effective remote learning, taking into account the diverse needs and preferences of our students. This may involve incorporating interactive activities, multimedia resources and opportunities for collaboration and peer interaction.

Well-being and Safeguarding

We prioritise the well-being and safeguarding of our students during remote learning, providing access to support services and promoting positive mental health and resilience. This includes monitoring students' engagement and attendance, as well as providing pastoral care and intervention where necessary.



Nurturing inclusive learning communities

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