

## **Curriculum and Educational Quality Policy**

### **1. Purpose**

This policy sets out how Liminal Education East Anglia Ltd delivers a curriculum that is broad, balanced, and tailored to the needs of its pupils, while ensuring that educational quality is monitored and maintained.

### **2. Principles**

- Pupils in Alternative Provision often have disrupted or negative experiences of education. The curriculum must be flexible, engaging, and inclusive.
- Education should support personal development, wellbeing, and reintegration as well as academic learning.
- High expectations of behaviour, effort, and achievement are central to raising aspirations.
- The placing school/LA retains statutory responsibility for the overall education of the pupil.

### **3. Curriculum Aims**

The curriculum at Liminal Education aims to:

- Re-engage pupils with learning and promote positive attitudes.
- Provide core skills in English, maths, and functional life skills.
- Support personal, social, health and economic education (PSHE) including safeguarding, relationships, and wellbeing.
- Offer enrichment opportunities (e.g. sport, arts, vocational tasters) that build confidence and resilience.
- Prepare pupils for their next steps: reintegration to school, college, training, or employment.

### **4. Curriculum Design and Delivery**

- Core offer includes:
  - English & Literacy
  - Mathematics & Numeracy
  - PSHE & Personal Development
  - Enrichment / Vocational Opportunities
- Learning is personalised to each pupil's needs, prior attainment, and future goals.
- Short-term placements focus on re-engagement and key skills.
- Staff use varied teaching approaches to meet different learning styles and needs.

### **5. Educational Quality and Monitoring**

- Planning: Individual learning plans are agreed with the placing school/LA.
- Assessment: Baseline assessments are carried out on entry. Progress is reviewed at least half-termly.
- Feedback: Termly reports are shared with the placing school/LA.

- Quality Assurance: The Head of Centre monitors planning, teaching, and learning. Feedback is used to drive improvement.
- Pupil Voice: Pupils are asked for feedback on their learning experiences.
- Commissioner Feedback: The placing school/LA is invited to review progress and provision.

## 6. Safeguarding and Inclusion

- Curriculum content and delivery are underpinned by safeguarding principles.
- All pupils, regardless of background or ability, are supported to access learning.
- Staff are trained to recognise and address additional learning needs (SEND, SEMH).

## 7. Roles and Responsibilities

- Head of Centre: overall responsibility for curriculum design and quality assurance.
- Teaching Staff: deliver planned sessions, assess progress, and adapt teaching to pupil needs.
- DSL: ensures safeguarding is integrated into curriculum delivery.
- Commissioners (schools/LAs): agree curriculum focus and monitor impact.

## 8. Monitoring and Review

- Curriculum is reviewed annually or sooner if pupil needs, local priorities, or commissioner requirements change.
- Educational quality is reviewed termly, including pupil progress data and feedback.

Approved by: **Richard Henwood** (Head of Centre)

Date: 01/09/25

Next Review: September 2026