

Tyldesley School

Curriculum Policy 2025 - 2026

Reviewed by:	Jemma Westby
Date of next review:	September 2026

Legal Status:

Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:

- The whole school inclusive of activities outside of the normal school hours.
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Documents and Further Reading

Policies on: Exams, PSHE, EAL, Complaints, Careers, Able gifted & talented children. DfES guidance on curriculum: www.gov.uk/national-curriculum

Purpose:

- To establish a consistent curriculum framework across Tyldesley School.
- To support a smooth transition back into mainstream education, further education or employment, if appropriate.
- To provide a broad and balanced curriculum offer, which inspires students to learn.
- To promote positive attitudes to learning.
- To promote the behaviour and welfare of students, including their physical, mental and personal wellbeing, safety and spiritual, moral, social and cultural development.
- To promote preparation for and an appreciation of life in modern Britain.
- To provide a range of subjects and courses to help pupils acquire/improve their knowledge, understanding and skills in linguistic, mathematical, scientific, technical, human, social, physical, sporting, creative and artistic learning.
- To provide opportunities across the whole curriculum for pupils to develop the necessary skills to make progress in reading, writing, communication and mathematics.
- To supplement the formal curriculum with extra-curricular opportunities for students to extend their knowledge and understanding.

Date: 10th March 2026

Signed: Jemma Westby

Headteacher

Curriculum Intent, Implementation and Impact

“The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).”

Historically our students have struggled to access a traditional formal curriculum (within mainstream and generic specialist school settings); a creative, more tailored and culturally based approach enhances the curriculum offer (through broader curriculum themes containing Vocational Education, Outdoor learning and Enrichment Opportunities). We put great value on pupils being the best they can be while acknowledging their limitations and knowing how they learn best, ensuring that preparation for adulthood objectives is reflected within our curriculum from the youngest of learners.

Our pupils may have a range of learning needs but primarily, many students have missed large aspects of their education prior to attending Tyldesley School and so they often begin their education here with attainment levels and skills that are significantly below average (for their age and starting points).

The aim and values of Tyldesley School are focused on maximising every individuals’ potential to develop into a confident, secure, well-adjusted and skilled young person who will make a positive contribution to society and live as independent a life as possible.

Tyldesley School delivers a differentiated curriculum, which is closely aligned with our pupils’ levels of ability, interests and aspirations. It is broad, balanced, and relevant to needs and designed to have integrated therapeutic support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives. This specialist curriculum is tailored to our pupils’ individual needs and based on a person-centred planning framework.

1. Intent

Our curriculum is designed to give all of our children a broad and balanced education through coverage, experience and progression. We cater for a wide range of learners and endeavour to provide opportunities for all of our children to develop as independent, happy and confident learners in order to achieve their full potential and prepare them for their future lives. Alongside academic success we promote and encourage a nurturing side to learning that focuses on well-being and engagement linked to age and stage of development. Opportunities to work towards individual outcomes are embedded throughout.

At Tyldesley School we have four curriculum intentions that act as drivers for what we deliver.

Intention 1 – To Belong

Our curriculum will ensure that all children develop an understanding of themselves, our school rights and an awareness of their place within the community. It is important that students feel a part of the school community and feel safe and comfortable to be themselves.

Intention 2 – To Inspire

Our curriculum offer will ensure that all children are inspired to secure learning which is focused around exploration, resilience and perseverance, working with others and problem solving.

Intention 3 – To Engage

Our curriculum offer will ensure that all children develop appropriate subject specific knowledge, skills and understanding in line with their stage of development.

Intention 4 – To Succeed

Our curriculum offer will ensure that all children experience a breadth of opportunities and activities that expand horizons within and beyond the traditional learning environment of the classroom. This will allow the students to have a clear understanding of their skills and abilities to succeed in future aspirations.

2. Implementation

The underlying principle of our curriculum implementation is flexibility, we have a curriculum which is designed to meet the needs, interests, aspiration and aptitudes of our students. Our curriculum model ensures that we have flexibility to fit in with our students rather than our students fitting in with our model. Our conceptualised curriculum draws on best practice and delivery from a number of different models and approaches. We recognise that as our school population changes, so must the way in which we approach planning, teaching, learning and assessment. Our curriculum map continues to change and evolve to meet the individual needs of our children each year.

In order to provide pupils with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure which encompasses three broad pathways: 'National Curriculum, Functional skills and a Vocational curriculum.' This offer means we can make subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach.

The levels are not defined by age, but by need and achievement; children are therefore able to move flexibly from one pathway to the next at any point during their school career. Each pathway covers skills, knowledge and understanding across a range of areas of learning, and they are blended together, so as to facilitate a 'learning flow' between the two.

Because of the personalised approach to the curriculum we are able to meet the needs of all our learners. All children across the school focus on targets based on the outcomes in their Individual Learning Plan. Some pupils receive additional funding e.g. Pupil Premium and the impact of any interventions funded through these is monitored to ensure that they support progress.

3. Impact and Intended outcomes

By implementing a differentiated and modified national curriculum, it is intended that Tyldesley School will:

- Optimise the communication skills of all pupils.
- Cater for the specific needs and learning difficulties of individual pupils as described in their EHCPs, by providing teaching and learning opportunities at an appropriate level.
- Engage pupils' interests in personal development and encourage learning
- Create a positive learning environment where pupils can work safely.
- Allow pupils to interact and learn from each other.
- Allow all pupils to reach their full potential and achieve their own personal success.
- Give pupils opportunities to develop their key skills.

Intention 1 – To Belong

Children have a positive self-image, high well-being and engagement and are able to relate well to members of the school community. They take pride in themselves, their learning and the school environment.

Intention 2 – To Inspire

Children are active participants in their learning who are keen to take part and work with others. They have developed a 'have a go' attitude and are able to draw on previous experiences in order to solve new problems.

Intention 3 – To Engage

Children demonstrate incremental progress in their subject knowledge and skills. They are able to retain and apply this over time and in different contexts. Children require reduced levels of support to access their learning and their fluency and accuracy is improved.

Intention 4 – To Succeed

Children are engaged in their learning and talk with enthusiasm about experiences they have taken part in. They access their learning in a variety of environments and are able to apply their knowledge and skills accordingly.

Entitlement

All young people at Tyldesley School are given full access to a broad and extensive curriculum based on their key stage, individual needs and abilities.

During the admission and initial assessment period, the most appropriate class setting is identified. If pupils need to change classes after this period, a decision would be made through discussions between the Homes Manager and the Head Teacher.

Recording pupil achievement: assessment and evaluation

Integral to our curriculum framework are arrangements for the assessment and recording of pupil achievement. At Tyldesley School the purpose of assessment is: initial, diagnostic, formative and evaluative. Assessment then informs judgements about progress and recording of which thus contribute to future planning. In order to ensure accuracy of this process we use evidence from a range of different sources such as teacher observation, class work, tests, investigation, learner reviews, questioning, project work, and examinations (where appropriate).

Assessment and recording

Our assessment framework informs an ongoing cycle of planning, teaching and assessment. There are three phases to this process:

- Formative short-term assessments will be an ongoing part of every lesson to check pupils' understanding and gain information that assists in adjusting day-to-day lesson plans.
- Medium term assessments will focus on ideas linked to the key objectives, which have been covered during each term.
- Long-term assessments will take place annually. A variety of assessment tests may be used according to pupils' ability levels.

- IEP's are in place that are reviewed termly. Students are involved in the reviewing and setting new targets to inform their individual planning against their individual needs.

Pupils' individual success will be recognised and celebrated through the school systems for rewarding and celebrating achievement.

The National Curriculum

The 'basic' school curriculum includes the 'national curriculum', as well as personal, social and sex education. The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.

Whilst independent non-association schools are not obliged to follow the national curriculum, each school must deliver a broad and balanced curriculum including English, maths and science, as appropriate to each key stage.

At Tyldesley School, we endeavour to give young people a Key Stage appropriate curriculum which is as close to that received in mainstream as possible.

(Primary) Key Stage 2 –	
English Maths Science History Art and design Spanish	Relationship and Sex Education Personal, social and health education (PSHE) Physical education (PE) Outdoor Education Design and Technology - Food Tech Outdoor education

(Secondary) Key Stage 3 –

<p>English Mathematics Science Humanities (History) RSE/ PSHE/Careers Employability Modern foreign languages (where appropriate)</p>	<p>Design and Technology - Food Tech Art and design Physical Education Construction Mechanics Hair and beauty Healthy and social care Design and Technology - Food Tech Outdoor Education</p>
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(Secondary) Key Stage 4		
Core/Compulsory	Foundation Subjects	Optional Subjects
<p>English Maths Science PSHE RSE</p>	<p>Physical Education RSE/PSHE/Careers Work Experience/Employability History</p>	<p>Arts and Design Design and Technology - Food Tech Construction Mechanics Health and Social care Hair and beauty Design and Technology - Food Tech Physical Education- Level 2 Sports Award</p>

(Secondary) Key Stage 5		
Core/Compulsory	Foundation Subjects	Optional Subjects
English Maths Science PSHE RSE	Physical Education PSHE/Careers Work Experience/Employability Humanities - History, Geography	Arts and Design Design and Technology - Food Tech Construction Mechanics Hair and beauty Health and social care Physical Education Diploma in Sport Modern foreign languages (where appropriate) Thrive CSCS card Work placement

Key Stage 5 Curriculum

Intent

At Cambian Tyldesley School, our Key Stage 5 curriculum is designed to support students with social, emotional and mental health (SEMH) needs to successfully transition into adulthood. We recognise that while many students benefit from moving on to external post-16 providers, some require additional time in a structured and supportive environment due to barriers such as anxiety, gaps in learning, behavioural needs or late entry to the school.

Our intent is to provide a personalised and aspirational post-16 pathway that allows students to continue developing academically, vocationally and socially while preparing them for their next steps. **The KS5**

curriculum aims to:

- Enable students to continue developing English and mathematics skills, through GCSE resits or Functional Skills qualifications where appropriate.
- Provide vocational learning opportunities aligned with students' interests, strengths and future career aspirations.
- Develop independence, resilience and employability skills required for adulthood.
- Support students to make informed decisions about their future, through high-quality careers education and guidance.

Provide a bridge between secondary education and further education, employment or training.

Where a student's aspirations require access to courses or facilities not available within the school, we will support a planned transition to an appropriate external provider.

Implementation

The Key Stage 5 curriculum is delivered through a flexible and personalised approach which takes into account students' academic starting points, SEMH needs and future aspirations.

Key elements of implementation include:

Academic qualifications

Students continue to develop their core skills in English and mathematics through:

- GCSE resits where appropriate
- Functional Skills qualifications where this is the most suitable pathway

This ensures students leave with the essential literacy and numeracy skills required for employment or further education.

Vocational learning

Students access practical and vocational learning opportunities designed to develop both technical skills and employability skills. Current vocational opportunities include:

- Mechanics / "Fix-It" practical skills
- Construction
- Sports diploma
- Hair and Beauty

These courses are designed to increase engagement, build confidence and support students in exploring possible career pathways.

Preparation for adulthood

The curriculum supports the development of key life skills including:

- Independent living skills
- Communication and teamwork
- Problem solving and resilience
- Time management and responsibility

Students are encouraged to apply these skills through practical experiences and real-life contexts.

Careers education and guidance

Students receive structured careers education, information, advice and guidance (CEIAG), including support from an independent career's advisor. This helps students:

- Explore career interests
- Understand different post-16 pathways
- Prepare for interviews and employment
- Develop realistic and aspirational future plans

Where appropriate, the school will support students in transitioning to external providers, training opportunities or employment pathways that best meet their long-term goals.

Impact

The impact of the KS5 curriculum is measured through students' academic progress, personal development and successful transition into adulthood.

We expect students to:

- Achieve recognised qualifications in English, mathematics and vocational subjects where appropriate.
- Demonstrate improved confidence, independence and resilience.
- Develop practical and employability skills that prepare them for adult life.
- Have a clear and realistic pathway for their future.

Success is evaluated through:

- Student progress and attainment data
- Destination data (education, employment or training)
- Careers guidance outcomes
- Student voice and engagement
- Staff assessment of independence and personal development

Ultimately, the success of the Key Stage 5 curriculum is reflected in students leaving Cambian Tyldesley better prepared for adulthood, with the skills, confidence and qualifications needed to access their next stage of education, employment or training.

External Education/Vocational Options/Curriculum enhancement

Where a young person is assessed as being an appropriate candidate, provision with an external provider **may** be possible. This is heavily dependent on a number of factors:

- Course availability - the course needs to be run locally and there have to be spaces on the course.
- Age of student – a course may not be available for some students due to their year of study. E.g. nursing work experience is not available to unqualified people.
- Time of year – Course are available to enrol on at any point in the year due to the flexibility of our curriculum offer.

Work experience is made available for all students to support the Gatsby Careers benchmark and preferences are accommodated where possible.

Accreditation

Wherever possible, for all Key Stage 3 and Key Stage 4, all learning opportunities will be accredited courses with an exam board and where time constraints allow, students will be encouraged and supported to achieve GCSEs. Where this is not possible due to significant gaps in attainment, time constraints or other mitigating factors, Functional Skills will be promoted in English and Maths up to and including Level 2 and alternative qualifications will be offered up to and including Level 2.

Functional Skills may also be provided as transitional study towards GCSEs. Regular opportunities will be provided throughout the academic year to sit Functional Skills examinations. GCSEs, or Functional Skills at Level 1 and 2 will support a transitional plan back to mainstream education or provide students with greater prospects when entering into the next phase of their education.

Student Profile

Taking into full account the complexities and difficulties experienced by the students and EHCP outcomes, the curriculum provides a high focus on Personal Development, PSHE and an awareness of individual needs. It also considers the educational and academic risks associated with the students SEMH needs and how these impact upon learning.

LOW	Truancing from school. Lateness. Poor concentration.
MEDIUM	Non-school attendance. Regular breakdown of school placements due to behavioural problems. Poor health – impacting on learning.
HIGH	Significant periods of non-attendance. Exclusions (self or enforced). Poor previous educational experience making it harder to engage. Absconding and the risk of taking others at the same time.

Opportunities are provided and where possible accredited, to raise student’s awareness of the following:

- Sexual and Relationships Education (sexual health, appropriate relationships, gang issues, STI’s).
- Presenting self appropriately.
- Stranger Danger (or age-appropriate equivalent).
- Age appropriateness.
- Self-image.
- Identity.
- Pregnancy.
- E Safety – awareness of risks and dangers posed by internet and social networking, smart phones.
- Essential Life Skills (Budgeting, Life Skills, Independent Skills, Careers, transition - post 16 options).

- Mental Health and Stress awareness.
- Drugs and Alcohol Awareness incorporating Legal Highs.
- Substance Awareness – Smoking.
- Staying Safe – ‘the extent to which pupils are able to understand and respond to and calculate risk effectively’, eg: risks around CSE, DV, FGM, Forced Marriage, substance misuse, trafficking, gang activity, radicalisation and extremism. Support agencies will be signposted and students educated on how to access help.
- Cookery and domestic skills, including high emphasis on menu planning, healthy eating and nutrition (eating disorders).
- Practical skills – variety of practical skills which would support independent living; i.e. sources of support, housing support, advice and guidance etc.

Tyldesley School documents how these key themes are delivered, inclusive of stand-alone pieces of work and those embedded into other areas of the curriculum i.e. through creative writing, RSE, Sport and home cooking skills etc.

Skills for Employment

Tyldesley school provides opportunities within the curriculum for students to gain an understanding of Employability Skills including how to search and apply for jobs, completing application forms, producing a Curriculum Vitae and preparing for and attending interviews. This will ensure that students are equipped with the skills needed to prepare them for their next phase(s). The school aims to offer appropriate accreditation at Entry Level, level 1 and level 2 in this area.

Essential Skills

Tyldesley school ensures that the curriculum provides opportunities for all of its pupils to acquire and develop skills appropriate to their age and aptitude in the following areas:

Linguistic

This area is concerned with developing communication skills and increasing the command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in English lessons and also in modern foreign languages, when taught. The teaching of literacy and literary skills is not, however, confined to these subjects, and the policy of the school is that teachers of all subjects will encourage good linguistic and literary standards in all work that students produce. Communication skills are enhanced.

Mathematical

This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific

This area is concerned with increasing student’s knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry. For example: observing, forming hypotheses, conducting experiments and recording their findings.

Technological (including Art and Design, ICT and Food Technology)

These skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products and evaluating processes and products.

Aesthetic and creative (including Art, Drama, Photography and Music)

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but subjects falling into this area make a particularly strong contribution, including art, music, dance and drama. These subject areas all call for personal, imaginative, and often practical, responses.

Human and Social (including Geography, History and Religious Studies)

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area. Personal, Social and Health and Economic (PSHE) education alongside a knowledge and understanding of the world makes a strong contribution to this area.

Physical (which is supported by an extensive extra-curricular programme in this area)

This area aims to develop physical control and co-ordination as well as tactical skills and imaginative responses. Students are helped to evaluate and improve their performance. They also acquire knowledge and understanding of the basic principles of fitness and health.

Sex and relationships education

Tyldesley School provides Sex and Relationships education in the basic curriculum and this is in consultation with the clinical. Students are encouraged and guided by moral principles and taught to recognise the value of family life. The programme for the School's Sex and Relationships Education is available to parents/guardian/carers. It forms a key part of the Personal, Social and Health Education (PSHEE) subject area and has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents/guardian/carers may withdraw their pupils from any other part of sex education provided, without giving reasons.

Political education

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced and discussed at different points during the day – during tutorial time, at lunch time or in a subject lesson. Issues are presented in a balanced manner and will challenge students to think carefully and respect others points of view.

Religious education

Religious Education is incorporated into distinct lessons available to pupils at all Key Stages. A variety of religions are studied, so students gain a broad understanding of the diverse world that they live in.

PE and games

All students are expected to take part in the school's Physical Education/Sports programme. Students can only be excused from these lessons for medical reasons, for which communication from a parent/carer will suffice, or other reasons agreed with the school.

Spiritual, Moral, Social and Cultural Development (SMSC)

This policy statement and the declared values of Tyldesley School are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. The school is non-denominational, where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. This SMSC policy statement links and strengthens other policies so that the ideals of the school's ethos and mission statement become a reality for its students. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution. Students are led towards distinguishing right from wrong, to respect the law and acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our school:

- Leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables students to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that students appreciate racial and cultural diversity and how to avoid and resist racism;
- Ensures that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety;
- Enables students to develop their self-knowledge, self-esteem and self-confidence;
- Encourages students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- Provides students with a broad general knowledge of public institutions and services in England;
- Assists students to acquire an appreciation of and respect for their own and others' cultures in a way that promotes tolerance and harmony between different cultural traditions;
- Encourages students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and
- Precludes the promotion of partisan political views in the teaching of any subject in the school.

We also take such steps as are reasonably practicable to ensure that political issues are brought to the attention of students and they are offered a balanced presentation of opposing views:

- While they are in attendance at the school;
- While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school and
- In the promotion at the school, including through the distribution of promotional material, of extracurricular activities taking place at the school or elsewhere.

Therefore the understanding and knowledge expected of the students as an outcome of our positive approach to SMSC includes:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts, maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.