



# Curriculum Policy 2025-2026

**Approved by:** Greg Holden (Principal)

**Date:** March 2025

**Review date:** February 2026

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## Curriculum Policy

### Introduction

Milverton Education is committed to delivering a high-quality, inclusive, and well-structured curriculum that nurtures academic excellence, personal development, and prepares students for future success in an ever-changing world.

## 1. Aims and Objectives

The curriculum at Milverton Education is designed to:

- **Provide a broad and balanced education:** Delivering a well-structured, sequential curriculum that fully prepares students for future academic and career opportunities.
- **Foster intellectual curiosity:** Inspiring a love of learning and encouraging students to become inquisitive, lifelong learners.
- **Deliver high-quality teaching:** Offering thought-provoking and engaging lessons that challenge students to realise their full potential.
- **Enhance communication and cognitive skills:** Helping students develop proficiency in speaking, listening, literacy and numeracy.
- **Equip students with essential knowledge and skills:** Enabling students to grasp concepts and apply them effectively in a range of real-life contexts.
- **Cultivate critical and creative thinking:** Promoting independent thought and problem-solving, equipping students with the skills needed to navigate complex challenges.
- **Develop well-rounded individuals:** Supporting both academic excellence and personal growth, ensuring students are prepared for success in all areas of life.
- **Account for individual differences:** Tailoring learning to the diverse needs, aptitudes, and abilities of each student, ensuring personalised progress.
- **Promote spiritual, moral, social, and cultural values:** Equipping students with the knowledge, attitudes, and skills to thrive in a global society and make positive contributions to their communities.

## 2. Curriculum Structure and Content:

Teaching and learning at Milverton Education's Online School is delivered through a blend of live lessons in small classes and guided self-study modules via our virtual learning platform, Century Tech. This combined approach allows students to develop essential study skills while benefiting from the expertise of our experienced staff. Each student is assigned an individual mentor, who provides personalised support to ensure they can maximise their independent learning potential.

### **Key Stage 3 (Years 7-9)**

Students in Key Stage 3 follow the Cambridge International Lower Secondary curriculum for the core subjects of English, Mathematics, and Science. In addition, they study Geography and Spanish, both of which are aligned with the British National Curriculum. Pupils also participate in a weekly wellbeing lesson, supporting their personal growth and development.

### **Key Stage 4 (Years 10-11)**

As students enter Key Stage 4, they follow the Cambridge International GCSE curriculum. The subjects they study include English Language, English Literature, Mathematics, Combined Science, Geography, History and Spanish. Throughout this stage, the wellbeing curriculum remains a key component of their education, promoting personal growth

### **Independent Learning**

#### **Century Tech:**

Students complete self-study work on the Century Tech platform before and after live lessons. The work set before lessons helps to introduce students to the basic concepts in a topic using videos, slides and short quizzes. After the live lesson, Century work provides essential retrieval practice and allows for consolidation of the work covered.

#### **Homework tasks:**

Students are set specific tasks for homework each week by their teachers. These assignments help to consolidate the student's learning and often extend them beyond the limits of the specification. The tasks vary in style; it could be a creative task, a research task or the opportunity to practice applying their knowledge to exam style questions.

## **Wellbeing:**

The aim of teaching about physical health and mental well-being is so young people have the information needed to make good decisions about their own health and well-being. It will enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

It's important to reduce the stigma attached to health issues, in particular those to do with mental well-being. Milverton aims to engender an atmosphere that encourages openness so that students can seek any necessary help and advice necessary as they gain knowledge on how to promote good health and well-being.

## **Physical education and activity**

The school recognises the importance of activity and fitness for all students, and its impact on both physical and mental health. The benefits of physical activity are addressed and discussed periodically through the Wellbeing programme and mentors discuss physical activity and hobbies with students as part of their pastoral oversight role.

## **3. Inclusion and Equality**

Our school is committed to providing a curriculum that ensures all students have access to high-quality education and the opportunity to achieve their full potential. We recognize that every student is unique, and our curriculum is designed to be inclusive, ensuring that all learners, regardless of their background, identity, ability, or personal circumstance, are treated with fairness and respect.

We strive to eliminate any form of discrimination, be it based on race, gender, disability, socioeconomic status, language, religion, or any other factor that may hinder a student's ability to participate fully in the learning process. Our goal is to foster an environment where each student feels valued, supported, and encouraged to succeed.

We recognize that students have different learning needs and styles. Our curriculum is designed to be flexible and adaptable to meet the diverse needs of all learners. Teachers employ a range of strategies to differentiate their teaching, ensuring that all students have access to appropriate learning opportunities. This includes

adapting the content, teaching methods, resources, and assessments to support students' individual learning needs.

Whether students have special educational needs (SEN), disabilities, or require additional support, we are committed to providing targeted interventions, resources, and modifications that enable every student to engage with the curriculum in meaningful ways. We also ensure that students who are gifted and talented are provided with opportunities for enrichment and challenge

#### **4. Responsibilities:**

##### **Principal**

- Provide strategic leadership in the development, implementation, and evaluation of the curriculum.
- Ensure the curriculum is aligned with the school's vision and educational goals.
- Monitor the overall effectiveness of the curriculum, ensuring that it meets the diverse needs of students.
- Ensure compliance with all educational regulations and standards.
- Oversee the allocation of resources to support the delivery of the curriculum.
- Foster a culture of continuous improvement in teaching and learning practices.

##### **Director of Teaching & Learning**

- Develop and update the curriculum framework in line with the school's educational vision.
- Promote a collaborative approach to curriculum planning and delivery, encouraging innovation and creativity in teaching methods
- Oversee the quality of teaching across all subjects, ensuring that lessons are engaging, inclusive, and differentiated to meet the needs of all students.
- Stay up to date with the latest research in education, particularly in areas related to online teaching, blended learning, and digital pedagogy.
- Ensure that best practices in pedagogy, including the use of digital tools and resources, are embedded across all subjects..
- Support the tracking and reporting of student progress, ensuring that data is used to personalise learning pathways and improve student outcomes

- Identify areas for improvement in teaching and learning, and organise targeted training to address these needs.
- Encourage reflective practice among staff, promoting a culture of continuous improvement and collaborative learning.
- Assist in the identification and provision of resources and support for students with SEND or additional needs.
- Monitor and evaluate the effectiveness of the curriculum, using student feedback, assessment data, and teacher input.

### **Subject Leads**

- Lead the development and implementation of the curriculum for their subject area, ensuring that it is in line with the school's overall curriculum policy and educational objectives.
- Ensure that the curriculum for their subject is rigorous, engaging, and inclusive, and that it meets the needs of all learners, including those with SEND.
- Regularly review and update the department's curriculum to reflect changes in educational standards, new teaching methodologies, or emerging subject developments.
- Oversee the assessment strategies within the department, ensuring that assessments are aligned with the curriculum and are used effectively to monitor student progress.
- Ensure that feedback on assessments is constructive, timely, and helps students to understand their strengths and areas for development.
- Regularly review and update department resources to ensure they are current, relevant, and accessible for both teachers and students.

### **Teachers**

- Plan, prepare, and deliver high-quality, engaging, and differentiated lessons that align with the school's curriculum policy and meet the learning needs of all students.
- Ensure that the content delivered is comprehensive, accurate, and appropriate to the age and ability of the students.
- Utilise a variety of teaching methods, resources, and technologies to create interactive and stimulating learning experiences, particularly in the online environment.

- Adhere to the school's approach to online learning, ensuring that students have access to materials, resources, and tasks that support their independent learning.
- Provide clear learning objectives and outcomes for each lesson and ensure these are communicated effectively to students.
- Regularly assess and monitor student progress through both formative and summative assessments, including assignments, quizzes, projects, and exams.
- Provide timely, constructive, and meaningful feedback on students' work, helping them to understand their strengths and areas for improvement.
- Use assessment data to inform teaching practices, identify areas where students are struggling, and personalise learning to address individual needs.
- Support students in setting personal learning goals and encourage self-assessment and reflection on their progress.
- Ensure that assessments align with the curriculum objectives and contribute to the overall tracking of student achievement.
- Differentiate teaching methods, resources, and assessments to meet the diverse needs of students, including those with SEND, those requiring additional support, and those working at a higher level.
- Foster an inclusive classroom environment where all students feel valued, respected, and motivated to learn, regardless of their background or ability.
- Set clear expectations for student behaviour and engagement, ensuring that these expectations are communicated consistently and followed by students.
- Promote good study habits, time management, and a strong work ethic in students to encourage independent learning and self-motivation.
- Reflect on teaching practices regularly, identifying areas for personal growth and seeking opportunities to refine approaches to lesson delivery and student engagement.
- Share best practices with colleagues, contributing to a collaborative and supportive teaching community within the school.
- Communicate effectively with students, parents, and carers, providing regular updates on student progress and highlighting areas where additional support may be needed.
- Encourage and facilitate a growth mindset, helping students to build resilience, confidence, and a positive attitude towards learning.
- Be approachable and responsive to student concerns, creating an environment where students feel comfortable seeking help and guidance.

## **SENCo**

- Collaborate with subject leaders and teachers to ensure that SEND students have equal opportunities to engage with the curriculum and reach their full potential.
- Advise on and coordinate curriculum modifications to meet the specific needs of SEND students, ensuring that learning objectives are achievable for all learners.
- Lead the process of identifying students with special educational needs, ensuring early identification and appropriate intervention.
- Use a range of assessment data (including observations, reports, and test results) to monitor the progress of SEND students and ensure that interventions are targeted and effective.
- Ensure that individual Education, Health, and Care Plans (EHCPs) or any other relevant documents are in place for students with specific needs, ensuring the curriculum is tailored accordingly.
- Monitor the effectiveness of interventions and adjustments, ensuring that they are achieving positive outcomes for students.
- Work with the Director of Teaching and Learning to ensure that the teaching staff are aware of and able to implement strategies that support SEND students effectively within their lessons.
- Act as a liaison between the school, parents, and external agencies, ensuring clear communication regarding the needs of SEND students and the support provided.
- Stay updated on developments in SEND education, ensuring that the school's provision is in line with current legislation, policies, and best practices.

## **Mentors**

- Provide one-on-one mentoring to students, offering tailored guidance on both academic and personal development.
- Support students in setting and reviewing their academic goals, ensuring they have clear objectives for their learning and understand how to achieve them.
- Encourage students to take responsibility for their own learning, helping them develop self-regulation skills and a growth mindset.
- Help students to balance academic workloads, manage time effectively, and stay organised, particularly in the context of online learning.



- Foster student motivation by offering positive reinforcement, celebrating achievements, and encouraging a commitment to personal and academic growth.
- Provide guidance on study skills, exam preparation, and strategies for overcoming challenges, empowering students to take proactive steps towards academic success.
- Help students to identify and develop their strengths and interests, guiding them in selecting enrichment activities, career pathways, or further learning opportunities.
- Support students in becoming more independent learners, encouraging them to seek out resources, ask questions, and develop critical thinking skills.
- Actively collaborate with the wider school team, including teachers, the SENCo, and the leadership team, to ensure a holistic approach to supporting the student's needs.
- Promote positive values such as respect, responsibility, and collaboration, helping students develop essential social and interpersonal skills

## **Students**

- Engage actively with the curriculum, attending online lessons and completing assignments to the best of their ability.
- Take responsibility for their own learning by setting goals, seeking feedback, and tracking progress.
- Participate in self-assessment and peer assessment activities to foster critical thinking and reflection.
- Seek help and support when needed, particularly in areas where they may face challenges.
- Contribute feedback to help the school improve the curriculum and learning experiences.

## Parents / Carers

- Support students in their learning, ensuring they have a suitable environment at home to complete online tasks and assignments.
- Engage with the school in discussions about their child's progress, providing relevant feedback where necessary.
- Encourage their child's involvement in enrichment activities and extracurricular opportunities that complement the curriculum.
- Communicate any concerns or challenges their child may face with the school, particularly those that may impact learning or wellbeing.

## 5. Assessment and Feedback:

Regular assessment is a key component of the curriculum at Milverton Education, ensuring that each student is making progress and achieving their potential. We employ a range of assessment methods, including:

- **Formative assessments:** Ongoing assessments through classwork, homework, Century Tech and regular quizzes are used to monitor progress and inform teaching.
- **Summative assessments:** End-of-unit tests, end-of-year exams, and mock exams to evaluate student achievement.
- **Feedback:** Constructive feedback both written and verbal is provided regularly, focusing on strengths and areas for development, with the aim of guiding students in their learning journey.

## POLICY DEVELOPMENT AND REVIEW

This policy is designed to set good practice standards. However, the School recognises that best practice develops over time and, as such, will update it regularly in the light of experience and as a result of changes in legislation or its own internal organisation and policies.

Policy updated::	March 2025
Review date:	February 2026
Staff responsible for policy:	Cathy Arnold & Greg Holden