



# Curriculum Policy

2025/2026

---

## Policy issue and updates

Pages	Issue number	Date
New policy	1	December 2025

The following policy has been approved by the CEO, COO, and Governing Board of Directors.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by CEO: December 2025

Board signatory: 

Planned Review: August 2026

## **1. Policy Overview**

### **1.1 Entitlement and curriculum scope**

All students are entitled to a curriculum which, when delivered online, contributes to a well-balanced full-time education and develops the abilities and life skills of individual students so that they may take a valuable, positive and active place within society.[1] This entitlement applies to each student regardless of barriers to learning or protected characteristics under the Equality Act 2010.

The online curriculum meets the DfE Online Education Standards in full. It secures English, mathematics, science, PSHE including RSHE and online safety, spiritual, moral, social and cultural (SMSC) education and careers education appropriate to age, need and prior attainment for all enrolled students, as set out in our curriculum map and subject schemes of work.

The curriculum is supported by schemes of work and lesson plans designed for secure access and delivery via Cypher Learning (Learning Management System (LMS)) and Vedamo (Virtual Learning Environment (VLE)), taking full account of students with social, emotional and mental health (SEMH) disabilities and/or special educational needs and disabilities (SEND). Assessment of student progress is integral to determining future changes to the curriculum and is conducted through a range of formative and summative methods appropriate to online delivery.

### **1.2 British values**

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are promoted through online teaching, digital resources discussion forums, virtual enrichment sessions and digital assemblies hosted on Cypher Learning and Vedamo.

### **1.3 Political balance and preventing extremism**

Staff will not promote extremist views or partisan political views through any online curriculum materials, live sessions, discussion boards or recorded content.[1] When political issues are brought to students' attention in the online curriculum, students are offered a balanced presentation of different perspectives. All staff are mindful of their duty to forbid political indoctrination and to deliver a balanced presentation

of political issues in all online contexts, in accordance with statutory duties and the DfE Online Education Standards.

### **1.4 Equality and no-discrimination**

Teaching materials, pedagogical approaches and online interactions do not discriminate against students on the basis of protected characteristics under the Equality Act 2010. Staff explicitly teach and model respect for protected characteristics and challenge prejudice or discriminatory language or behaviour in all online environments, including chat, forums, discussion boards and collaborative spaces.

## **2. The curriculum: Intent, Implementation and Impact**

### **2.1 Breadth, balance and coherence**

The full-time online curriculum demonstrates breadth, balance and coherence, aligned to the DfE Online Education Standards. It introduces students to elements of learning—including knowledge, understanding, concepts, skills and attitudes—through aesthetic and creative, human/social/political, linguistic and literary, mathematical, moral and ethical, physical, scientific, technological and spiritual aspects. Breadth is secured through the mandatory inclusion of English, mathematics, science, PSHE, RSHE, SMSC, online safety, careers education and physical activity, as appropriate to each student's age and needs.

The curriculum is structured around three key areas: Intent (defining rationale and ambition), Implementation (delivering substantive subject knowledge, concepts, skills and sequencing) and Impact (assessing learning, informing pedagogy and measuring outcomes). British Values are explicitly integrated into all subject curricula as well as in dedicated BraveEd lessons (Enrichment and PSHE).

### **2.2 Teaching, learning and adaptation in the online environment**

Students are entitled to a curriculum delivered through a variety of appropriate online teaching and learning approaches that create conditions for effective learning. These include:

1. Live synchronous teaching in Vedamo virtual classrooms
2. Asynchronous learning activities assigned via Cypher Learning
3. Self-paced learning pathways using Century Tech
4. Small-group or 1:1 online support sessions

5. Breakout room activities and collaborative documents
6. Quizzes, assignments and interactive formative assessment
7. Face to face follow up for the most vulnerable cohort

This mixed approach provides targeted support for students who require additional help and extension activities for students who are working towards greater depth or who are identified as gifted and talented.

Differentiation is embedded within the five curriculum steps—Belief (Yr.7), Respect (Yr.8), Aspire (Yr.9), Voice (Yr.10), Evolve (Yr.11) so that teachers can assign appropriately pitched tasks, resources and learning pathways via Cypher Learning and Vedamo to maximise achievement. Each student is initially placed in their age-appropriate pathway, however, there is an option to place at the step most appropriate to their current academic, emotional and social needs, prior attainment and gaps in knowledge and skills, following a baselining process that includes discussion with the Head of Community and the Curriculum leads. This model enables students to learn at a level that reflects their prior attainment, development and builds towards aspirational futures.

### **2.3 Students with SEND and an EHCP**

Students with an Education, Health & Care Plan (EHCP) have their needs met by teachers in two ways. Firstly, teachers have access to a copy of the EHCP stored within Arbor (MIS) to inform planning of learning experiences. Secondly, the EHCP is used to construct and update the Individual Education & Development Plan (IEDP), which records online learning strategies, reasonable adjustments and support needs.

Reasonable adjustments for SEND and other needs in the online environment include:

1. Captioned or transcribed recordings
2. Screen-reader compatible and accessible file formats
3. Extended deadlines and alternative submission routes
4. One-to-one virtual support delivered via Vedamo
5. Tailored Century Tech learning pathways
6. Adapted questioning and linguistic support
7. Flexible timings and breaks within sessions
8. Alternative assessment methods and modes of participation

All digital curriculum materials are provided in accessible formats and are tested for compatibility across commonly used devices, supporting inclusive practice.

## **2.4 Provision for students with English as an additional language (EAL)**

Students with English as an additional language receive targeted support within and beyond online lessons to access the full curriculum and make sustained progress. This includes:

1. Differentiated resources and adapted questioning
2. Additional language development activities
3. Vocabulary pre-teaching and contextual support
4. Small-group or 1:1 online intervention where appropriate
5. Access to visual prompts, word banks and bilingual resources
6. Liaison with families about language development at home

## **2.5 Full-time equivalence and weekly structure**

For each student, the programme constitutes a full-time education equivalent to approximately 22-25 hours per week. This comprises:

1. Live teaching in Vedamo virtual classrooms (18 hours)
2. Asynchronous learning and assessment tasks via Cypher Learning and Century Tech
3. Directed independent study
4. Online enrichment and tutorial sessions

Model timetables for each key stage are maintained showing the typical distribution of live, asynchronous and independent study time, and are shared with commissioners and families at the point of admission.

## **2.6 Progress map and curriculum steps**

The curriculum is supported by the progress map, which outlines the steps available for Belief (Yr.7), Respect (Yr.8), Aspire (Yr.9), Voice (Yr.10), Evolve (Yr.11) and associated units, topics and qualifications that can be achieved. Students study content at each level but are entered for external examinations or assessments only when they have demonstrated secure knowledge and skills through evidence collected in Cypher Learning, Vedamo and through internal assessments, as defined in the progress map and subject intent documents.

---

## **2.7 Subject documentation and intent statements**

Each subject is underpinned by an intent document that sets out the key knowledge and skills at each step, specifying how the curriculum builds progression and addresses gaps in prior learning. These are supported by topic-by-topic schemes of learning that clearly link to knowledge and skills objectives, alongside lesson plans and digital resources. All documentation is stored on Cypher Learning and/or Vedamo in formats accessible to staff, students, parents/carers and external agencies.

## **3. Assessment**

### **3.1 Assessment principles**

Assessment is an integral part of the online curriculum and strives to meet the assessment demands of the core and foundation subjects through both formative and summative methods appropriate to online delivery. Evidence is gathered through:

1. Internal tests and online examinations
2. Recorded achievement artefacts and portfolios
3. Participation data from Vedamo and Century Tech
4. Quizzes and assignments submitted via Cypher Learning
5. Teacher observation of students in live sessions and discussions
6. Responses to formative feedback and progression indicators

### **3.2 Baseline assessment**

Baseline assessments are conducted for Mathematics, English and Science using Century, which identifies attainment levels and highlights potential indicators of additional needs, including dyslexia. Additional baselines include CAT4 (cognitive ability), Lexplore Reading (phonological awareness and reading fluency), Phonics screening, and the Progress STAR assessment, which provides a profile across ten key areas including relationships and wellbeing.

### **3.3 Formative assessment and tracking**

Formative assessments take place across all subjects via Cypher Learning and through observations and interactions in Vedamo sessions. All formative assessments are directly linked to the knowledge and skills set out in the intent documentation for each subject. Staff track students against these and progress is recorded in Arbor (Student MIS).

### **3.4 Summative assessment and assessment integrity**

Summative assessments occur through:

1. Portfolio assessments (awarded as pass, merit, distinction or refer)
2. Online examinations and supervised assessments
3. Observation and professional judgement from teaching staff
4. Repetition of standardised assessments (STAR, Lexplore) at key intervals

Assessment integrity is safeguarded through supervised online assessments, secure login and identity verification within Cypher Learning and Vedamo, plagiarism and malpractice checks, and, where appropriate, oral or video validation of work. Entries to external assessments are made only when there is clear evidence of secure knowledge and skills from assessment records.

### **3.5 Use of assessment to inform teaching and student engagement**

Staff are expected to use assessment information from Cypher Learning analytics, Vedamo session data, Century Tech progress reports and other assessment tools to adapt schemes of work and personalise lesson planning. Students take an active part in recording achievement and reflecting on progress. Parents/carers are engaged through half-termly online review meetings, interim virtual meetings, and secure access to progress dashboards and assessment summaries shared via Arbor.

### **3.6 Resources and support for teaching and learning**

The school provides a personal laptop for each student, appropriate digital resources, secure access to Cypher Learning, Vedamo, Century Tech, BKSB and other approved tools, and technical support so that teachers and tutors can deliver high-quality online learning. Students are entitled to experience the online curriculum as a positive, engaging and safe means of learning, with support adjusted where digital access, attendance or wellbeing present barriers.

## **4. Individual Education & Development Plan (IEDP)**

### **4.1 Assessment, induction and IEDP design**

One of the keys to successful online education and training is careful initial assessment and induction to ensure that each student is well-suited to the online provision on offer and that technical access, digital skills and learning readiness are secured. Tailored Individual Education & Development Plans (IEDPs) help ensure high-quality learning provision and continual progress for all students.

Successful education and training focus early on developing key skills, including literacy and numeracy, and on early intervention when barriers to learning or engagement have been identified. These barriers may include low attendance at live sessions, limited progress on independent work, or challenges using the LMS/VLE platforms. Overcoming these barriers enables students to make better than expected progress.

### **4.2 Commitment to student development**

All staff are committed to the development and progression of all students across all online learning environments. Staff and leaders support continuous development of learning through Vedamo, Cypher Learning and Century Tech and will use data from these systems to monitor engagement and achievement. All staff understand their responsibilities for online safety and behaviour expectations, consistent with Keeping Children Safe in Education 2025.

### **4.3 Explicit identification of needs and relevant IEDP targets**

The school aims to identify each student's explicit needs and provide a suitable and relevant IEDP that specifies curriculum pathways, digital access requirements, pastoral and SEMH support, academic goals, and any reasonable adjustments needed for successful engagement online.

### **4.4 Student involvement and agency**

All students are fully involved in the process of creating and monitoring their own learning plan via online meetings and shared documents on Cypher Learning, to inspire intrinsic motivation and empower them to identify their own support needs, including in relation to digital learning and wellbeing.

#### **4.5 IEDP structure and monitoring**

Each student will be monitored through an appropriately tailored IEDP and formative assessment methods. IEDPs detail:

1. Agreed strategies to meet set targets or goals
2. Curriculum step placement and subject-specific targets
3. Details of reasonable adjustments and online access arrangements
4. Online learning preferences and technical support needs
5. Responsibilities of each person or party involved in the IEDP process
6. Timescales for review and progress evaluation

#### **4.6 Comprehensive scope of IEDP targets**

All subjects taught will be targeted for improvement within the IEDP, including identification of emotional, social or personal development needs observed in online sessions, messaging interactions and other digital contexts.

#### **4.7 Termly monitoring and parent involvement**

IEDPs are monitored on a termly basis, with target and goal setting informed by diagnostic assessment, professional judgement and the student's own identification of educational need. Parents/carers are welcome to attend IEDP review meetings, conducted remotely via secure video conferencing or scheduled calls.

#### **4.8 IEDP and planning across all contexts**

All people involved with monitoring and development of the IEDP will refer to the plan to inform planning for learning across all online settings. Students will use the plan to enable them to achieve agreed goals and feel motivated in their achievement of appropriate targets.

#### **4.9 Target-setting and realistic timeframes**

Appropriate assessment techniques, including diagnostics, professional judgement and student-identified learning needs, will inform further target-setting and ensure that targets have been set within realistic timeframes.

---

## 5. Relationship, Sex and Health Education (RSHE)

The RSHE programme is delivered in line with the separate RSE Policy and the statutory guidance on relationships, sex and health education, with content adapted for secure online delivery via Cypher Learning and Vedamo.

Subject intent statements describe how RSHE is sequenced for each student based on individual assessment and curriculum step. Online-specific safeguarding expectations and online safety content (including managing harmful online behaviour, privacy, and safe use of digital platforms) are integrated throughout.

Live RSHE sessions in Vedamo are managed in line with online safeguarding expectations, with appropriate supervision, discussion moderation and pastoral follow-up.

## 6. Online Delivery, Behaviour, Safeguarding and Data Protection

### 6.1 Virtual attendance, engagement and missing education

Teaching and learning take place primarily in Vedamo virtual classrooms and through asynchronous activities assigned via Cypher Learning, supported by self-paced work on Century Tech. Attendance is recorded in Arbor (MIS) and cross-checked with virtual session logs to monitor student presence, engagement and patterns of absence or disengagement in line with statutory guidance on children missing education.

Where a student fails to attend scheduled live online sessions or does not engage with set work, staff follow a graduated escalation process:

1. Same day attempts to contact parents/carers to establish whereabouts and reason for absence
2. Checks with the commissioning school or local authority
3. Contact with other professionals involved with the student (social worker, education welfare officer, etc.)
4. Door knock by on-the-ground Community colleague
4. If whereabouts cannot be established within agreed timescales, referral to children's social care and/or the police in line with statutory guidance on children missing education

## **6.2 Behaviour expectations and online conduct**

Behaviour expectations apply equally to all online environments: video and audio in Vedamo, chat and messaging in Cypher Learning, discussion forums, collaborative documents, and all other digital interactions. Incidents of misbehaviour, bullying or safeguarding concern are managed through the school's Participation and Safeguarding policies and procedures and recorded appropriately in Arbor and CPOMS.

## **6.3 Staff supervision and monitoring**

Staff must supervise all live sessions, including breakout room activities, and monitor interactions across Cypher and Vedamo for behaviour concerns, bullying, harmful content or potential abuse. Concerns are escalated through Cloud+ during teaching sessions and recorded on CPOMS in line with safeguarding policies and Keeping Children Safe in Education 2025.

Online safety risks, including harmful content, contact, conduct and commerce (such as misinformation, disinformation and conspiracy theories), are addressed through the curriculum and through targeted pastoral and technical responses.

## **6.4 Online health and safety risk assessment**

The school maintains a written risk assessment for online delivery that covers:

1. Students' home learning environments and safe workstation set-up
2. Supervision expectations for younger students or those with additional needs
3. Staff lone working when teaching from home
4. Secure use of devices, internet connection and platforms
5. Safeguarding and welfare checks during and between sessions
6. Technical contingencies and platform reliability

This assessment is reviewed at least annually and whenever there are significant changes to platforms, working practices or safeguarding guidance.

## **6.5 Filtering, monitoring and governance assurance**

Leaders and governors ensure that filtering and monitoring across all platforms used for online education (including Cypher Learning, Vedamo, Century Tech, Cloud+ and associated systems) is age-appropriate, effective and regularly reviewed. Log files are analysed for safeguarding concerns, and an annual report on filtering and monitoring, including any incidents and improvements made, is presented to the governing body and recorded in minutes.

Online systems and devices are covered and protected by CNS IT. This provider are compliant with all current statutory guidance in relation to filtering, monitoring and technical specifications in schools.

## **6.6 Data protection and secure systems**

All personal data and learning records are processed within approved systems (Arbor, Cypher Learning, Vedamo, Century Tech, and other listed tools) in compliance with data protection legislation and DfE guidance. Access to data is controlled by user permissions. Use of recordings, chat logs and analytics for behaviour or safeguarding monitoring is clearly set out in associated policies and complies with GDPR requirements.

## **6.7 Parental engagement and communication**

Parents/carers engage with curriculum and assessment through secure access to Cypher Learning dashboards and Arbor progress reports, as well as scheduled online review meetings via secure video conferencing. Communication about progress, attendance, behaviour and safeguarding concerns is conducted through approved channels (email, secure messaging within the MIS, recorded video calls) and recorded appropriately on Arbor and CPOMS as required. All students and families are informed of safeguarding and online safety contacts and escalation routes.

## **7. Equipment and Online Platforms**

### **7.1 Suitability and resourcing of platforms**

The school ensures that its online platforms (including Cypher Learning, Vedamo, Century Tech and associated systems) are technically robust, secure and adequately resourced so that all enrolled students can access their full programme of study. Minimum device and connectivity requirements are communicated to commissioners and families at the point of admission, and reasonable adjustments or alternative arrangements are made where access is a barrier.

### **7.2 Business continuity and disaster recovery**

The school maintains and reviews a written business continuity plan for online delivery that includes contingencies for:

1. Platform failure or technical outage
2. Cyber incidents or data security breaches
3. Significant staff absence or illness
4. Loss of internet or telecommunications infrastructure

The plan sets out how teaching will continue through alternative platforms or delivery models, how student data will be protected and recovered, and how parents/carers and commissioners will be informed and supported to maintain continuity of education. The plan is reviewed at least annually.

## **8. Information for Parents, Commissioners and Students**

### **8.1 Required information in durable format**

Before, or at the point of admission, parents/carers and commissioners receive, in a durable format (printed or secure online access), copies of or links to:

1. Curriculum overview and subject intent statements
2. Behaviour and exclusions arrangements
3. Safeguarding and online safety contacts
4. Attendance expectations and absence procedures
5. Charging and commissioning terms

6. The Complaints Policy
8. Online safety policy and expected conduct
9. How students' progress is tracked and communicated

This information is provided in line with the DfE Online Education Standards and enables parents/carers and commissioners to make informed decisions about admission.

## **9. Quality Assurance, Leadership and Ongoing Compliance**

### **9.1 Regular evaluation against Online Education Standards**

Senior leaders undertake at least annual, recorded self-evaluation of the online provision against each of the DfE Online Education Standards, drawing on:

1. Engagement data from Vedamo and Cypher Learning (attendance, participation, time on platform)
2. Attainment data across subjects (assessed via Cypher Learning, summative assessments and portfolios)
3. Student destination and progression data
4. Attendance patterns and early warning indicators
5. Behaviour and safeguarding incident records held in Arbor and CPOMS
6. Staff feedback and professional observations of virtual teaching
7. Student and parent/carer feedback
8. Stakeholder feedback from commissioners and external agencies

The outcomes of this evaluation inform the school improvement plan, staff training priorities, curriculum updates and policy reviews.

### **9.2 Active promotion of student wellbeing**

Leaders actively promote the wellbeing of students through online-specific key performance indicators and review cycles, including:

1. Regular analysis of engagement and attendance trends in virtual sessions
2. Monitoring of wellbeing survey responses and pastoral feedback
3. Review of safeguarding incidents and outcomes
4. Assessment of inclusivity and accessibility of online provision
5. Parent and carer satisfaction surveys
6. Student voice interviews and feedback sessions

These data inform targeted intervention and support to improve student wellbeing online.

### **9.3 Commitment to keeping standards under review**

The school is committed to keeping the DfE Online Education Standards under review and updating practice and policy in response to any changes published by the Department for Education. This policy and all associated policies will be reviewed at least annually, and sooner if there are updates to Keeping Children Safe in Education, the DfE Online Education Standards, Behaviour in Schools guidance, Children Missing Education guidance, or other relevant DfE guidance.