Curriculum Policy

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Last reviewed on:	01 September 2026	
Next review due by:	01 September 2027	

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1. Curriculum Policy Context Statement

The aim of this policy is to provide an overarching framework which translates the values and aims of Stone Soup Academy into effective teaching and learning so that all students reach their full potential. This is important for all learners including those classified as having special needs, those with English as an additional language, and the more able. It is important to recognise that the curriculum is not solely about the National Curriculum, although this is the legal foundation because

it secures an entitlement for all students. The curriculum embraces all that is learned through Stone Soup, whether it be in lessons or part of informal learning within and beyond the normal education day.

1.1 We believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will challenge and support our students to do their very best by providing an extensive range of learning experiences beyond the statutory requirement.

1.2 We intend that the curriculum will develop students' personal skills such as those of adaptability, initiative and teamwork and stimulate intellectual growth by offering flexible teaching and learning strategies.

1.3 It will maximise career possibilities by ensuring a broad and balanced options system and assist the learning process by providing sufficient and appropriate human and material resources.

1.4 Our staff will ensure progression and coherence by regular monitoring and evaluation and provide equality of access to all individuals, taking due account of special needs or disabilities.

1.5 Each part of the academy will adopt these intentions and principles, interpreting them as appropriate to the age range of the section.

2. Curriculum Planning and Provision

2.1 The academy day will run from 9.00am to 2.45pm, with a supervised lunch break between 12.20 and 12.50pm, which we also regard as educational time in respect of students' social and emotional development. There is a breakfast club from 9.00 - 9.15am. We will follow the same academic year as other schools within the Local Authority. Young people referred for full-time education will attend Monday to Friday.

2.2 It is recognised that the academy will have learners attending the academy for varying lengths of time, and we work with exam boards to ensure accreditation for all work students complete.

This allows for learners to achieve weightier Qualifications based on the length of time they are at the academy. We follow the Local Authority's school terms and year, to ensure full co-ordination of provision with our referring partners.

2.3 The academy's curriculum offers students a broad base. The focus of the timetable is on the development of skills in English and Maths from Functional Skills Entry Level through the GCSE. We have increased our GCSE offer and now provide students with options in: Art, Photography, Sport and Media at this level. In addition to that we offer Music Technology and Construction at Level 2 and a range of short courses and tasters. Externally, we can offer students vocational qualifications in Motor Vehicle, Construction (Multiskills) and Catering through our partnership with Nottingham College. This range of qualifications enables us to personalise our student's timetables according to interest and ability.

2.4 Students will also study PSHE, Personal Development and Citizenship, through the Votes For School programme. The school aims to create a caring environment in partnership with parents and the wider community adopting approaches that positively encourages and maintains high standards. Social development is promoted through many existing structures in the school, particularly through the 'Rules, Rewards and Consequences' systems, and the involvement of parents and carers. These are detailed in our Behaviour Policy, which should be read in conjunction with this policy.

2.5 A critical aspect of our 'learning by doing' approach is that, as learners stabilise and settle to the enjoyment of learning, and increasing progress in outcomes, they are given the opportunity to earn money for their efforts. This element is vital for the young people to learn what is expected of them in the workplace. Each young person in 'work experience' will receive £4 per day income to their bursary, which will be paid into their personal bank account on graduating from Stone Soup Academy. If students do not 'stay the course' and graduate, they do not receive their income.

2.6 The Governors and the Senior Leadership Team will ensure that planning for curriculum provision has due regard for changing local and national imperatives. They will ensure that the curriculum provision supports the principles of life-long learning and educational opportunities beyond school for students while they are at school and when they leave school.

2.7 Stone Soup Academy will also collaborate with other educational providers to enhance and enrich the curriculum provision for all students and support option planning at Key Stage 4 that is based on a sound, educational rationale.

2.8 Every student will have a personalised curriculum based on prior attainment data, student aspirations and challenging targets. Within their personalised timetable the students will be offered a level of learning appropriate to their recognised needs.

2.9. Another distinctive aspect of our approach to learning and the curriculum is the regular offer of educational visits to enhance and inspire learning. An educational visit is any planned off-site activity undertaken by any students and accompanied by member(s) of the academy teaching and support staff. Safely managed educational visits with a clear purpose are an important part of a broad and balanced curriculum. They are an opportunity to extend

students' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest or in some cases professional fulfilment.

2.10 We have a clear and detailed Off-Site and Educational Visits Policy, which should be read in conjunction with this policy. This ensures that appropriate Risk Assessments take place; full Health & Safety requirements are adhered to and all reporting requirements to Governors will be met. However, most appropriately, it ensures that the educational value and purpose of the visit is maximised.

2.11 Using the timetable process, as described above, Stone Soup Academy is in an excellent position to provide full-time education, part-time education for the full year, and other part-time educational experiences for shorter stays. Every student who attends

Stone Soup Academy has 1:1 time with their achievement coach to discuss their interests, aptitudes and plans for the future before selecting their options. This has been a key element of our expertise to date.

2.12 We have also found that many of our students who initially arrive with us on a part-time basis and very disaffected, are engaged and motivated such that they increase and extend the time they spend with us or our partner organisations learning.

3. Organisation of Students and Provisional 2026/27 Curriculum

3.1 Our plan is to reach a capacity of 110 students of whom all are at Key Stages 3 and 4. Our student population is highly mobile, however, with students on short term referrals. The actual throughput of students in any one year is therefore likely to be significantly greater than 110. We now have several years of experience of when student referrals occur in the year and will be able to budget and arrange our staffing to account for lower numbers early in the year.

3.2 Studies will be organised to provide as much stability as possible for the students while allowing the school the greatest flexibility of approach. The demand for places in each year group is likely to vary from year to year, and we would not reject referrals to any one-year group if we had capacity overall. Our students will be assigned to a form group on arrival. Each group will be led by one tutor as a form tutor. In addition, each student will have an achievement coach who will negotiate their curriculum with them and support their holistic learning, emotional and social development. Our aim is to ensure that every student has a genuine chance to form a nurturing relationship with an adult.

3.3 Academically, learning will be fully personalised, operating on a 'stage not age' basis, and with each student's timetable individually negotiated to take into account their personal needs, aptitudes and interests.

3.4 In classes, our aim is to work with small ratios (ideally of 1 tutor to 8 young people). We remain flexible as to how we organise individual learning activities, but will try to maintain this ratio to ensure that real progress and raised outcomes are achieved.

3.5 There will be distinctive programmes of study which relate to the various year groups, with an increased emphasis on vocational specialisms and work experience for KS4 learners,

3.6 The table below shows the provisional 2026/27-curriculum model for Year 10.

Table 1

Year 10 example	Monday	Tuesday	Wednesday	Thursday	Friday
Form 09:15 - 09:30	**Form time**	**Form time**	**Form time**	**Form time**	**Form time**
Period 1 09:30 - 10:20	**English**	**Maths**	**English**	**Art**	**Music**
Break 10:20 - 10:40	Break				
Period 2 - 10:40 - 11:30	**Art**	**English**	**Maths**	**Food**	**English**
Period 3 - 11:30 - 12:20	**Food**	**Music**	**Music**	**Maths**	**Maths**
Lunch 12:20 - 12:50	Lunch				**Form time PSHE/RE/RSE**
Period 4 - 12:50 - 13:40	**Music**	**Art**	**Art**	**Food**	
Period 5 - 13:40 - 14:30	**Sport**	**Sport Offsite practical**	**Food**	**Sport Offsite practical**	
Afternoon form 14:30 - 14:45	**Form time (PSHE)**	**Form time (PSHE)**	**Form time (PSHE)**	**Form time (PSHE)**	

3.7 The table below shows the provisional 2024/25-curriculum model for Year 11.

Table 2

Year 11 example	Monday	Tuesday	Wednesday	Thursday	Friday
Form 09:15 - 09:30	Form time	Form time	Form time	Multi-Skills, Nottingham College	Form time
Period 1 09:30 - 10:20	English	Maths	English		Music
Break 10:20 - 10:40					
Period 2 - 10:40 - 11:30	Photography	English	Maths		English
Period 3 - 11:30 - 12:20	Food	Music	Music		Maths
Lunch 12:20 - 12:50					Form time PSHE/RE/RSE
Period 4 - 13:05 - 13:55	Music	Photography	Photography		
Period 5 - 13:55 - 14:45	Sport	Sport Offsite practical	Food		
Afternoon form 14:30 - 14:45	Form time (PSHE)	Form time (PSHE)	Form time (PSHE)	Form time (PSHE)	

4. Quality Assurance and Value for Money.

4.1 The academy is committed to developing approaches to quality assurance and school self- evaluation to monitor and evaluate the quality and appropriateness of curriculum provision by;

● Comparing standards in the school with local and national Alternative Provision (AP) benchmarks and with similar AP schools

● Basing decisions on student need whilst having regard to detailed curriculum costing's

● actively developing collaborative arrangements

● Regularly evaluating the quality of provision within the school (see Assessment, Recording and Reporting Policy)

● identifying what needs to be done to enable all students to achieve the highest possible standards and make the best progress.

5. Monitoring and Review

5.1 The Principal will review this policy at least annually and more often when legislation and guidance changes.

5.2 The policy's implementation and effectiveness will be monitored by the Principal.

5.3 The policy will be promoted and implemented throughout the academy.

We currently offer a range of subject courses, which lead to accreditations, as shown below:

Qualifications to be delivered at Stone Soup Academy 2026/27

Course Codes 2026/27			
Awarding Body	**Qualification**	**Subject**	**Qualification Entry Title**
AQA	GCSE	Art	Art, Craft and Design
AQA	GCSE	Art	Photography

AQA	GCSE	English	English Language
AQA	GCSE	English	English Literature
AQA	GCSE	Mathematics	Mathematics
AQA	GCSE	Science	GCSE Combined Science: Trilogy
AQA	Entry Level Certificate	English	Step Up to English Silver
AQA	Entry Level Certificate	English	Step Up to English Gold
Pearson BTEC	BTEC	Business	Pearson BTEC Tech Award Level 1/2 in Enterprise
Pearson BTEC	BTEC	Media	Pearson BTEC Tech Award Level 1/2 in Creative Media Production
RSL	RSL	Music	RSL Level 1/Level 2 Certification in Music Production
Pearson BTEC	BTEC	Sport	Pearson BTECTech Award Level 1/2 in Sport
NCFE	NCFE Certificate	Food	Certificate in food and cookery skills L1
NCFE	NCFE Certificate	Food	Certificate in food and cookery skills L2

NCFE	Award	Occupational Studies	Award in Exploring Occupational Studies for the Workplace L1
NCFE	Certificate	Occupational Studies	NCFE Level 1 Certificate in Occupational Studies for the Workplace
Pearson Edexcel	Functional Skills	English	Functional Skills English Level 1
Pearson Edexcel	Functional Skills	English	Functional Skills English Level 2
Pearson Edexcel	Functional Skills	Maths	Functional Skills Maths Level 1
Pearson Edexcel	Functional Skills	Maths	Functional Skills Maths Level 2
AQA	Functional Skills Entry Level	Maths	Pearson Edexcel Functional Skills qualification in Mathematics at Entry Level 1
	Functional Skills Entry Level	Maths	Pearson Edexcel Functional Skills qualification in Mathematics at Entry Level 2
	Functional Skills Entry Level	Maths	Pearson Edexcel Functional Skills qualification in Mathematics at Entry Level 3
City &Guilds	Diploma	Construction	Level 1 Diploma in Construction SKills
City &Guilds	Award	Hair and Beauty	Level 1 Award in an Introduction to the Hair and Beauty Sector ((3001-90))