



Blue Coat Church of England Academy

Curriculum Policy

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Prepared by:		R. Devlin
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	Signature	
Principal	<i>DJSmith</i>	D. J. Smith
Chair of Governors	<i>Parker</i>	L. Parker
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Curriculum Policy

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Philippians 4:9 “Whatever you have learned or received or heard from me, or seen in me—put it into practice. And the God of peace will be with you.”

Introduction

Our aim is to offer a broad and balanced curriculum conducted in accordance with the principles, practices and tenets of the Church of England.

At Blue Coat Church of England Academy, we strive for excellence in all aspects of our work. We aim to provide an exceptional educational experience through quality first teaching and a curriculum that ensures that every student at Blue Coat develops their individual talents, abilities and interests to their full potential. The curriculum aims to meet the needs, interests and aspirations of all learners, providing clear pathways for progression and ensuring all in the school have equal opportunities and equal access to the curriculum.

The curriculum at Blue Coat Church of England Academy is planned and delivered to ensure clarity of curriculum intent, strong implementation through high-quality teaching, and measurable impact on pupil outcomes. The curriculum is designed to ensure that pupils know more, remember more and can do more over time.

The curriculum also supports the school’s safeguarding responsibilities in line with Keeping Children Safe in Education, ensuring that pupils are equipped with the knowledge and skills to stay safe, including online safety, healthy relationships and contextual safeguarding risks.

We are committed to delivering the principles outlined within the Church of England’s *Vision for Education - Deeply Christian, Serving the Common Good*:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Aims

The curriculum offers a broad and balanced education suited to students of all abilities and across the full age range. The curriculum is accessible, flexible, challenging and inclusive and ensures entitlement for all learners offering continuity and coherence ~~and~~ to secure high standards. Students are offered choices which enable them to follow personalised learning pathways within a framework of equality of opportunity, which recognises that the equal worth of all God's children regardless of ability, gender, ethnicity, social background, special educational need or disability.

Principally the curriculum aims:

- To contribute effectively to students' intellectual, physical and personal attainment and development;
- To focus on relationships and commitments, participation in communities and institutions, and the qualities of character that enable students to flourish together;
- To nurture academic habits and skills, emotional intelligence and creativity across the whole range of school subjects, enabling students to develop as effective learners.
- To be appropriate for the age, ability, gender and ethnicity of students;
- To open up horizons of hope and aspiration, and guide students' preparation for the next stage of their education, training or employment;
- To provide continuity and progression throughout the key stages;
- To provide a suitable and effective learning environment for those students requiring special provision, including very able students and those with Education, Health and Care plans and for those students who have English as an additional language;
- To provide equality of access and opportunity for all students to learn and progress;
- To provide access to extra-curricular activities for enrichment;
- To provide access to a co-ordinated Personal Development Curriculum;
- To raise attainment and maximise progress in all subjects;
- To ensure that the curriculum is ambitious for all learners, particularly disadvantaged pupils, and enables them to achieve outcomes in line with their peers.
- To ensure that teaching is responsive and adaptive, meeting the needs of all learners including those with SEND.
- To minimise gaps in attainment and ensure equitable outcomes for all groups of learners.

Relationship with other policies and procedures

This policy should be read in conjunction with:

- Assessment Policy
- Inclusion Policy
- Equality Policy
- Home/School Agreement.
- Sex and Relationship Education Policy
- Church of England Vision for Education – Deeply Christian Serving the Common Good

The Curriculum

The curriculum is broad and balanced in order to empower and prepare students for adult life. The curriculum structure is driven by Blue Coat School's commitment to delivering educational excellence by providing a wide range of subjects and opportunities that will create a thirst for learning. By the end of their school career, students are equipped with the skills, knowledge and qualities required to be lifelong learners.

The school's curriculum follows statutory requirements and guided by the principles of National Curriculum (2014). 50-minute lessons provide pace and challenge across the curriculum areas. Students are taught in a combination of sets (in the core subjects English, Mathematics and Science) and mixed ability teaching groups. From Year 7, students will spend three years in Key Stage 3, year 9 supports preparation for years 10 and 11 where students work towards GCSEs and other level two qualifications.

Intent

The curriculum is designed to be broad, ambitious and inclusive, ensuring all students acquire the knowledge, skills and cultural capital necessary to succeed in life. It is underpinned by our Christian vision and meets the needs of our local context.

Implementation

The curriculum is carefully sequenced within and across subjects to ensure that knowledge and skills are built progressively over time. Subject leaders have clearly mapped curricula which identify key knowledge, concepts and vocabulary. Teaching is adapted to meet the needs of all learners.

Impact

The impact of the curriculum is measured through formative and summative assessment, student outcomes, work scrutiny, and student voice. Leaders evaluate whether students know more, remember more and can apply their knowledge effectively.

In addition, all students participate in a Personal Development Curriculum, which runs throughout the year during form time activities, but is significantly enhanced by the provision of five collapsed timetable sessions and a KS3 lesson where students follow a sequenced curriculum to focus on issues including bullying, assertive behaviour, friendships, exploitation, being a carer, domestic violence, mental wellbeing, sex and relationships, financial education, careers guidance and interview practice. The flexible programme allows Blue Coat to adapt and change the provision to address any new and emerging issues, by engaging external providers who lead many of the sessions.

The Personal Development curriculum, including Relationships, Sex and Health Education (RSHE), is delivered in line with and has regard to statutory guidance (2026). The programme is carefully sequenced across all key stages to ensure that knowledge builds over time and is age appropriate.

The RSHE curriculum is clearly mapped to demonstrate coverage of statutory content and is regularly reviewed to ensure relevance. The school works in partnership with parents and carers and ensures that provision is inclusive and adapted to meet the needs of all pupils, including those with SEND.

The curriculum contributes to the school's safeguarding responsibilities in line with statutory guidance, including Keeping Children Safe in Education. Through the curriculum, pupils are taught how to stay safe, recognise risk, and seek support, including in areas such as online safety, exploitation and healthy relationships.

Religious Education is a core subject and is delivered in line with the Church of England Statement of Entitlement (2026). RE plays a central role in enabling pupils to engage with theology, philosophy and worldviews, developing their understanding of Christianity as a global faith and other world religions.

The curriculum supports pupils in exploring big questions, developing critical thinking, and reflecting on their own beliefs and values. The RE curriculum is shaped by the school's theologically rooted Christian vision and contributes significantly to pupils' spiritual development.

The curriculum is designed to remove barriers to learning through adaptive teaching and appropriate support. Leaders ensure that all pupils, including those with SEND and those who are disadvantaged, can access the full curriculum and achieve positive outcomes.

Key Stage 3

All students follow a curriculum consisting of English, Mathematics, Science, **Computing**, French, Geography, History, Music, Personal Development, Physical Education, Religious Education and Technology (including Art).

The school operates a thirty-period week, and the fifty-minute lessons are allocated as follows:

	English	AR	Maths	Science	R.E.	PD	Drama	Computing	French	Geography	History	Music	P.E.	Technology
7	4	1	4	3	2	1	1	2	3	2	2	1	2	2
8	4	1	4	3	2	1	1	2	3	2	2	1	2	2
9	4		4	3	2	1	1	2	3	2	2	1	2	2

Prior to starting in Year 7, students are placed in groups in Mathematics and English based on a range of data including Key Stage 2 scores and information exchanged in meetings with Key Stage 2 teachers (all students are visited by The Principal and Head of Year 7 during the Summer Term).

Comprehensive monitoring and assessment ensure that sets are reviewed regularly, and changes made where necessary. Two formal calendared opportunities to consider set changes are also provided and cluster leads are identified to ensuring consideration across subjects is provided when considering decisions regarding student sets. Learning needs are identified and addressed, including those of the more able student. With a clear focus on literacy and numeracy across the key stage, the curriculum and timetable provide a degree of flexibility to accommodate individual needs.

Where there are identified barriers to success within the mainstream provision provided by Blue Coat Church of England Academy, the school reserves the right to implement an alternative provision, the nature of which is determined by the barriers identified (see Appendix 1). Alternative provision is educational provision for students who are not accessing mainstream education for a variety of reasons at KS3. Reconnect and Flourish has been set up as a pathway to support learners who may need short-term adjustment and support to access the curriculum. (Appendix 2)

Key Stage 4

The core curriculum consists of:

GCSE English

GCSE Maths

GCSE Religious Education

GCSE Science

Physical Education (non- exam course)

The provision of subjects at KS4 is reviewed annually in order to meet changing needs and demands from students, parents/carers, employers and legislative obligation. Option subjects on offer for 2026/27 were Biology, Physics, Chemistry, Computer Science, Geography, History, French, Art, 3D Design, Business Studies, Creative Media Production, Performing Arts, Health & Social Care, Hospitality & Catering, Information Technology, Hair & Beauty, Music, Dance and Sport. We also offer Asdan courses for students who are unable to access the full range of GCSE qualifications and ESOL qualifications for students new to English. While the school is committed to offering as wide a range of subjects as possible, subjects where student numbers are very low may be withdrawn. A two-stage option process is used to assess viability of subjects at the preliminary options stage before the final choice from option blocks which are generated from the preliminary choices.

The options process allows students to choose from a variety of academic and/or vocational subjects based on their individual interests and the provision is regularly reviewed.

Lessons are currently allocated as follows:

	English	Maths	R.E.	Science	P.E.	Option A	Option B	Option C
Year 10	6	5	2	6	2	3	3	3
Year 11	6	5	2	6	2	3	3	3

Where there are identified barriers to success within the mainstream provision provided by Blue Coat Church of England Academy, the school reserves the right to implement an alternative provision, the nature of which is determined by the barriers identified (see Appendix 1). Alternative provision is educational provision for students who are not accessing mainstream education for a variety of reasons at KS4.

Reconnect and Flourish has been set up as a pathway to support learners who may need short-term adjustment and support to access the curriculum. (Appendix 2)

Post 16 Provision

At Blue Coat, we focus on students as individuals and believe that education means more than just a set of qualifications. Our Sixth Form offers a range of post-16 academic and vocational qualifications, ranging from level one to level three, as well as extra-curricular and enrichment opportunities. Personalised learning lies at the core of progression into this route as with Key Stage 4 and is underpinned by a rigorous system of Careers Education, Information, Advice and Guidance (CEIAG) supported by individual learning plans. The curriculum offers breadth to ensure that the Post 16 provision offers a wide range of A-level courses together with level 3 vocational qualifications and the foundation pathway offers level 2 and 1 courses to meet the needs of all learners. The courses currently offered at level 3 include: Academic A levels – English Literature, Art, Philosophy, Biology, Chemistry, Physics, History, Geography, Computer Science, Mathematics, Psychology, Business and Sociology; Vocational Level 3 courses – BTEC Sport, Health and Social Care, ICT, Law, Media Studies, Criminology and Applied Science. Foundation pathway courses include Personal Growth & Wellbeing, Travel and Tourism, E-sports, ICT, Hospitality, Media Studies, Sport and Sociology. Students on the foundation pathway that do not have English and/or Mathematics secured will have the opportunity to retake and will be allocated the most suitable course of retake GCSE or Functional Skills (Level 1 or 2) as appropriate.

The sixth form curriculum provides clear pathways of progression with opportunities for students to progress successfully on to university, apprenticeships, training, employment or further education. Re-take English and Maths are available, so that students at all levels may achieve the base-line qualifications needed to progress. Our aim is to continue to develop opportunities for work experience for all post-16 students.

Developing Higher Order Thinking Skills

Students are challenged to use higher order thinking skills to ensure they master their learning and gain a deeper understanding of their subject. We have re-designed our tutor time programme to include specific targeted study skills workshops and the use of universities to help our students develop these much-needed academic skills.

Enrichment Activities

Blue Coat Church of England Academy offers a wide and inclusive programme of enrichment activities that takes place outside the formal curriculum.

Students benefit from a wide range of sporting activities throughout the school day. There are clubs before and after school, and during lunchtimes as well. The emphasis is on enjoyment of sport but there are many opportunities to compete against other schools.

Blue Coat School also offers musical instrument lessons at school with teachers from the Walsall Music Service. Lessons may be individual or in groups and are arranged on a 'rota' basis so as to minimise disruption to curriculum subjects.

Staff Development

In-house CPD is delivered annually in order to ensure curriculum teams are kept abreast of changes and to improve standards of teaching and learning. Departmental time and teaching and learning communities are also used to support this.

Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

Examination entries

Students have an entitlement to an examination entry in the subjects they have studied providing they have a good record of attendance and punctuality and have completed any controlled assignment or coursework required by the examination board. When there is a doubt about the likelihood of a student attending all of their exams the school reserves the right to seek a returnable deposit to secure a commitment from the student and their family.

Curriculum Monitoring and Evaluation

The Assistant Principal (Impact), Assistant Principal (Christian Distinctiveness), Vice Principal (Intent) and the Principal have overall responsibility for the day to day organisation of the curriculum and reporting to the governing body. The curriculum middle leaders' work with the Senior Leadership Team (SLT) to provide a strategic lead and direction on the curriculum to ensure Blue Coat Church of England Academy delivers the policy's aims.

Curriculum evaluation focuses on the impact of curriculum design and delivery. Leaders consider whether pupils have retained key knowledge, can apply learning, and are well prepared for the next stage of education. Evidence is drawn from assessment data, quality assurance lesson visits, book looks and student voice.

The role of middle leaders is to:

- Have a clear vision for the delivery of their subject area, which is shared and understood by staff, students and parents/carers.
- Keep up to date and review developments in their subject, at both national and local level ensuring development planning links to whole-school objectives.
- Regularly monitor and review implementation including the plans for all teachers, ensuring that all classes are taught the full requirements of the curriculum.
- Examine long-term and medium-term planning and ensure that appropriate teaching strategies are used and that planning leads to a broad and balanced curriculum taking into account the needs of different learners.
- Monitor the way in which resources are stored and managed.
- Ensure that both formative and summative assessments are used to promote learning.
- Regularly evaluate the impact of the curriculum to assess whether implementation is effective in terms of maximising outcomes for students.

The role of the curriculum team and specialist teacher is to:

- Keep up to date with developments in their subject, at both national and local level ensuring development planning links to whole-school objectives.
- Plan and deliver lessons that meet the full requirements of the curriculum.
- Use appropriate teaching strategies that take into account the needs of different learners.
- Use resources effectively in order to deliver the aims of the curriculum.

- Plan for and use both formative and summative assessments to monitor and track student progress.
- Ensure that clear learning outcomes are identified in plans and that students receive consistent and developmental feedback on their work.

All leaders evaluate the extent to which pupils know more, remember more and can do more as a result of the curriculum.

The curriculum will continue to be reviewed and developed in response to national curriculum reform and emerging educational priorities.

Appendix 1: Alternative Provision

Alternative provision is educational provision for students who are not accessing mainstream education for a variety of reasons at KS3 and KS4. Where there are identified barriers to success within the mainstream provision provided by Blue Coat Church of England Academy, the school reserves the right to implement an alternative provision, the nature of which is determined by the barriers identified.

Blue Coat School's Alternative Provision seeks to:

- Set out the rationale for securing a personalised curriculum for students;
- Ensure that alternative provision is offered to suitable students in a consistent way;
- Ensure that budgets for such provision are established in due time and managed effectively;

A number of students at KS3 and KS4 are offered a variety of alternative curriculum provisions as a way of supporting their wider development and equipping them with skills and experience for the world of work.

Important acknowledgements underpinning this policy are:

- The school recognises the need to personalise the curriculum for some students;
- Some students at KS3 and KS4 need medical support, suitable placements would be considered in this instance;
- A minority of students at KS3 struggle to meet the academic and social demands of mainstream education expectations;
- A minority of students at KS4 struggle to meet the academic demands of their core GCSE subjects:

These students may be damaged by their experiences in subject areas that they cannot access, or may negatively impact on the learning of their peers;

These students need additional provision to enhance their experiences and qualifications at the end of KS3 and KS4;

These students may need to develop skills and experience of the world of work to reduce the chances of them being NEET post-16.

To ensure proactive adaptations are provided to reduce the risk of behaviour escalations that could lead to permanent exclusion.

Objectives

The principal objectives of alternative provision are:

- To ensure that alternative provision is offered to suitable students in a consistent way;
- To provide guidance on the identification of students requiring alternative provision and of suitable provision for different aptitudes and aspirations;
- To ensure that budgets for such provision are established in due time, approved by SLT and Governors and managed effectively;
- To guide and support staff with the monitoring and support of alternative curriculum provision.

These are the main reasons for choosing Alternative Provision:

- Students' educational needs are not being met through the national curriculum. Alternative Provision recognises that we are all individuals with different strengths and weaknesses and that mainstream education is not for everyone;
- The student has had one or more fixed term exclusion and is considered to be at risk of permanent exclusion from Blue Coat Church of England Academy. Alternative Provision is a strategy to avoid permanent exclusion for students and to encourage inclusion in education.

- The student has not been attending school regularly for whatever reason, and is therefore unlikely to achieve GCSEs.
- Alternative Provision offers a different setting with a broader choice of subjects for students which may encourage attendance.

What are the advantages of the Alternative Provision?

- Students can access a variety of educational options, including core GCSEs, vocational training & qualifications, and practical skills that lead to jobs.
- Students are given a great degree of flexibility in what and how they learn.
- Students are given some independence and are encouraged to take responsibility for themselves. Students who are doing what they enjoy often find they are more motivated to attend class and achieve good results in their chosen subject area.
- Doing well promotes higher self-esteem.
- Students who are referred to provision outside the school remain on roll with school and the school funds their place in alternative provision.
- The school remains ultimately responsible for the student and the offer of alternative provision shows a commitment by the school to an inclusive approach to the students' education. Where necessary we use a range of providers for Alternative Education including Walsall College and other approved providers. In addition, provision is made using medical education establishments (Shepwell) or Student Referral Units (New Leaf) where necessary.

Alternative Provision will always provide basic skills in Maths and English. Other courses are developed or sourced to meet the needs of individuals while fitting around any school-based provision. Any externally sourced courses must provide the best value possible for any additional expenditure which may be incurred. Courses may include trade subjects (mechanics, constructions, hairdressing) or specialist areas (ESOL, business, catering, childcare, art). The qualifications students receive are nationally recognised and enable progression to further education.

All procedures have been developed on the basis of the following principles:

- Students referred to off-site alternative provision should be referred on the basis that this provision is more appropriate for them than what Blue Coat Church of England Academy can provide.
- If an alternative placement breaks down the situation will be discussed and meeting convened and if it is unable to be resolved the students will be expected to return to Blue Coat Church of England Academy.
- Service Level Agreements are in place for all provisions.
- Once committed to off-site alternative provision, students must attend and failure to do so should carry the same consequences as non-attendance at Blue Coat School.
- The school will monitor attendance through close links with the alternative provision provider. Attendance at off-site alternative provision will be monitored closely and every step should be taken to ensure that accurate attendance data is kept by Blue Coat Church of England Academy.
- All professionals have a statutory responsibility to safeguard and promote the welfare of children and young people and tracking and reporting attendance at alternative provision is an essential component in achieving this.
- There is an expectation that any safeguarding concerns are raised to the Designated Safeguarding Lead at Blue Coat Church of England Academy and that all alternative providers adhere to the safeguarding policy held by the school. However, it is advised that each Alternative Provision has its own DSL (designated safeguarding lead) and safeguarding policy.

Process

In Key Stage 3 parents and carers will be notified of any short-term provision which usually takes the form of withdrawal from a small number of lessons, on a rotation basis, for additional support/intervention under the direction of the SENCO. In addition, a small number of students may be dis-applied from the study of modern languages and will instead attend a timetabled programme of functional skills which is usually based around reading, literacy and numeracy skills.

In Key Stage 4, the school will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.

- A representative from the school will clearly explain to families the reason why the alternative provision is being offered. If parents and carers refuse to accept the offer of alternative provision as an appropriate alternative to education at Blue Coat Church of England Academy this will be documented but the final decision rests with the school in line with statutory guidance.
- Students must attend the on-site or off-site alternative provision as required and parents/carers must support this
- It is the responsibility of Blue Coat School to arrange for a health and safety check of the premises to be undertaken unless it is a local authority education or other Ofsted registered establishment.
- Alternative learning providers will contact Blue Coat Academy whenever the student is absent liaise with the school's Student Support Officer for support and advice. If necessary, this should then be referred to the school's Education Welfare Office. All attendance processes are followed consistently.
- Blue Coat School will formally monitor attendance and update records and maintain contract with the alternative learning provide on a weekly basis.
- If the placement does not appear to be working or if the student is not attending – parent/carer will be contacted to discuss the situation, external providers reserve the right to withdraw placements at any time for breaches of their own code of conduct or where the actions of an individual are deemed to be a potential risk to the welfare of other students placed with them.
- Any agreement around alternative provision for a student must be regularly reviewed. Routine visits to alternative provision placements ensure students are seen, student voice is obtained, visits are recorded and risk assessments are reviewed. Prior to agreeing a placement all relevant forms, processes and procedures are in place to ensure students are safeguarded.
- Timescales and responsibilities for reviewing the agreement must be clear to professionals, parents and student and occur every term.
- Impact / success will be reviewed with students and families to ensure the provision meets need. Examples of these could include: student voice, attendance, behaviour and qualifications.

Power of schools to direct a student off-site for education

Governing bodies of academies have the power to direct a student off-site for education to improve his or her behaviour under the Academy Trust's Articles of Association (Alternative Provision Statutory guidance for local authorities – January 2013)

The Secretary of State has made regulations, as is required by the related primary legislation, concerning schools' use of power:

- Under the current regulations, parents will be notified in person or in writing of any requirement that their child attend off-site provision.

- Notice must be sent as soon as practical and no later than two days before the off-site placement is due to begin.
- The notice letter or face to face meeting must explain:
 - The reasons for the referral to alternative provision;
 - The aims of the placement;
 - The period for which the student will be required to attend the placement;
 - The date and time the placement will start;
 - The address the student will need to attend and the name of the person to whom they must report on the first day;
 - Details of the session times i.e. the time the morning and afternoon sessions start and end.

Appendix 2

2026/27 Reconnect & Flourish Core Example Programme

Mon1	Mon2	Mon3	Mon4	Mon5	Mon6
RE	History	PD		Maths	English
Tue1	Tue2	Tue3	Tue4	Tue5	Tue6
Maths		Science - Biology	English	ICT	PD
Wed1	Wed2	Wed3	Wed4	Wed5	Wed6
PE		English	Science - Physics	PD	
Thu1	Thu2	Thu3	Thu4	Thu5	Thu6
Maths	History	English	ICT	RE	Science - Chemistry
Fri1	Fri2	Fri3	Fri4	Fri5	Fri6
Art		PD		English	Maths

Will be complemented with additional enrichment and mentoring opportunities including barbering, painting and decorating.

Curriculum Pathway Development

Reconnect & Flourish



Pathway Vision

¹ *The Lord is my shepherd, I lack nothing.* ² *He makes me lie down in green pastures, he leads me beside quiet waters,* ³ *he refreshes my soul. He guides me along the right paths for his name's sake.* Psalm 23 1-3

To restore confidence, nurture hope, and empower every student to flourish by providing a nurturing bridge back to learning, rooted in kindness and dignity, enabling a return to full participation in school life.

The *Reconnect & Flourish Pathway* has been established to support students who have experienced barriers to full engagement in mainstream education. As a Church of England school, our vision affirms the inherent dignity and worth of every individual as made in the image of God. This provision is a practical outworking of that vision—ensuring that all students, particularly the most vulnerable, are enabled to experience hope, belonging, and success.

Guided by our core values of **wisdom, endurance, service, kindness and hope**, the pathway reflects our theological commitment to restoration, reconciliation, and human flourishing. It provides a compassionate and structured response to need, ensuring that students are not defined by their challenges but are supported to move forward with purpose.

Intent:

To reconnect students with learning, relationships, and self-belief, enabling them to flourish and return to full participation in school life.

The *Reconnect & Flourish Pathway* is a direct expression of the school's Christian vision in action. Leaders have designed the provision with a clear moral purpose:

- To ensure **equity of opportunity**
- To prioritise the **most vulnerable learners**
- To demonstrate **courageous advocacy** through inclusive practice

School leaders ensure that the pathway is not a separate track, but an **integral part of the school's mission**, reflecting a deep commitment to dignity, compassion, and hope.

The pathway curriculum enables students to grow in wisdom and understanding by:

- Providing a **broad and balanced curriculum**, adapted to meet individual needs
- Supporting **academic re-engagement** in core subjects
- Developing learning behaviours such as focus, perseverance, and independence

Students are given opportunities to **experience success**, rebuilding confidence in their ability to learn and progress through a series of vocationally based interventions which embrace practical learning and foster a sense of achievement.

The *Reconnect & Flourish Pathway* actively nurtures character and personal development:

- Students are supported to develop **resilience, self-worth, and aspiration**
- The language of **hope and restorative practice** underpins daily interactions
- Staff model and teach the values of **kindness, service, and endurance**

Through intentional support, students begin to see themselves as capable learners with a positive future, embodying the concept of *flourishing* in its fullest sense.

A central aim of the pathway is to restore a sense of **belonging and community**:

- Relationships are prioritised, ensuring every student is **known, valued, and supported**
- The programme fosters **respect, empathy, and mutual support**
- Reintegration into mainstream lessons strengthens students' connection to the wider school community

This reflects the Christian call to live well together, rooted in dignity and reconciliation.

The pathway is built on a foundation of **kindness and dignity**:

- Students are treated with unconditional positive regard
- Individual circumstances are understood without judgement
- The provision promotes **restorative approaches** rather than punitive measures

This ensures that every student experiences a culture where they feel safe, respected, and able to rebuild.

Implementation

Curriculum and Structure

- A **personalised and carefully sequenced curriculum** balances academic and pastoral needs
- Core subjects are prioritised to maintain progress and continuity
- Small group teaching enables **targeted support and strong relationships**

Pastoral Care

- Daily routines create a sense of **security and predictability**
- Explicit teaching of **emotional literacy and self-regulation**
- Opportunities for reflection support the principle of *Respice Prospice* (looking back and moving forward)

Reintegration

- Each student follows a **graduated reintegration plan**
- Close collaboration with subject teachers ensures alignment of expectations
- Progress is **regularly reviewed**, with flexible adjustments made as needed

Impact

For Students

Students will:

- Reconnect with learning and demonstrate improved engagement
- Develop confidence, resilience, and independence
- Show improved attendance, behaviour, and attitudes
- Successfully reintegrate into full-time mainstream education
- Experience a renewed sense of **hope, identity, and belonging**

For the School Community

- Strengthened culture of inclusion rooted in Christian values
- Early intervention reducing escalation of need
- Improved outcomes for vulnerable learners
- Clear evidence of the school's vision being lived out in practice

Conclusion

The *Reconnect & Flourish Pathway* is a powerful expression of the school's Christian vision in action. It provides a nurturing, values-driven bridge back to learning, ensuring that every student—particularly those who have struggled—is given the opportunity to rebuild, reconnect, and flourish.

Through this provision, the school demonstrates its unwavering commitment to dignity, hope, and transformation, enabling all members of its community to live life in all its fullness.

References

Church of England Vision for Education Deeply Christian, Serving the Common Good

<https://www.churchofengland.org/sites/default/files/2017-10/2016%20Church%20of%20England%20Vision%20for%20Education%20WEB%20FINAL.pdf>