

Falcons Learning Ltd

Curriculum Development Strategy Policy



Reviewed Annually Curriculum Development Strategy

Last reviewed on: 15/10/2025

Reviewed By: Stephen Wash

Signature

A handwritten signature in black ink, appearing to read "SW".

Next review due by: 15/10/2026

REVIEW EVERY 3 YEARS

REVIEW EVERY 2 YEARS

REVIEW YEARLY

Policy issued by	Stephen Wash
Policy Reviewed by	Stephen Wash & Sam Clare
Policy Published	10 June 2022

Change History			
Version	Date	Change Agent	Details of Change
1.0	10/06/2022	S. Wash	Initial Issue
2.0	27/07/2023	S. Wash	Addition of the 50% embedded Guided Learning Hours in the 'Workshop' environment.
3.0	15/10/2025	S. Clare	<p>Direct links to ISS.</p> <p>Clarity of vocabulary around curriculum in line with ISS and Ofsted frameworks.</p> <p>Clarity of planning expectations for staff.</p>

Owner	Principal					
Overview						
<i>Falcons Learning Delivers the most appropriate and effective curriculum for its students. The learners are the principal stakeholders within their education and their input is sought and accurately captured prior to the design of the curriculum. However, the parameters of the policy are informed by the ambitions drive to deliver the best for each learner's own individual case.</i>						
Review Panel						
Directors						
Principal						
SLT						
Students						
External Input	<ol style="list-style-type: none">1. DfE 'SEND Code of Practise' (Jan 2015)2. Independent School Standards 20143. Ofsted Inspection of Independent Schools 20194. The Independent School Standards Guidance for independent Schools 2019					
Review Date	15/10/2025					
Review Interval	1 year					
Review Signature						
Name	Stephen Wash	Date	15/10/2025			

Curriculum Development Strategy 2025-2026

Intent

We continuously undertake to provide, through planning, practice and review, a curriculum that is ambitious for each individual learner regardless of their demographic, age or aptitude.

- i) Our curriculum is designed in line with ISS (Independent School Standards) to give all learners;
 - a) experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
 - b) the best speaking, listening, literacy and numeracy skills possible
 - c) a relevant and balanced spiritual, moral, social and cultural development of pupils through subject curriculums
 - d) a broad, informed, and instrumental personal, social, health and economic education which upholds fundamental British values
 - e) careers guidance that is accurate, professionally informed, up to date and relevant to the needs of our student

Falcons Learning aim to integrate a programme of activities throughout the curriculum that support and enrich the academic and wider holistic needs of *all* students, preparing students for future roles and involvement as young adults/adults in British society.

- ii) Our teaching practice is informed and guided by the Teachers' Standards and aims to;

- a) enable students to acquire new knowledge and make unlimited progress regardless of their ability.
- b) create and develop independent self-motivated learners in all intellectual, physical and creative efforts
- c) deliver well planned lessons and activities through CPD informed teaching practice using good quality classroom resources
- d) link closely and continuously to the aptitude, needs and attainment of pupils
- e) regularly and rigorously assess and track pupils' progress using this to inform teaching and bespoke student curriculum planning
- f) use trauma informed practice in line with the needs of our students to manage behaviour and foster outstanding progress
- g) uphold fundamental British values

Falcons Learning has high technical and vocational ambitions for all learners, and our curriculum and teaching is designed to reflect this. The curriculum will be tailored to meet the learners' needs with a deliberate development of skills across the curriculum and beyond.

Falcons Learning's Individual Learning Programmes are designed in close accordance with Independent School Standards ensuring progress is made across the spectrum of the curriculum. The skills held in high esteem in the workplace remain the key stones underpinning the values of Falcons Learning's ethos.

Implementation

The learners are at the centre of their education and, as stakeholders, they are guided to participate in the planning and construction of their individual curriculum within the parameters of the accreditation requirements and their needs.

Falcons Learning teachers have teaching qualifications and are subject specialists meaning good understanding and knowledge of the subjects ensuring learners make good progress.

Falcons Learning uses Trauma Enforced teaching practice allowing a learner centric approach to delivery. Promotion of regular discussion and review is encouraged to allow the learner to be a stakeholder within their own education, and this is reflected on their ILPs which are updated regularly.

Teachers will engage learners in clear, direct, dialogical feedback. In doing so, they respond and adapt their teaching as necessary.

Teachers are reflective in their practice and will review their planning on a half termly basis making appropriate alterations.

Learner's progress is recorded by individual subject teachers and is recorded on their ILP. The progress tracking of a learner is instrumental in the curriculum choices made for our learners throughout the levels of qualifications they complete. A clear assessment is developed for learners in close communication with the SENCo. This includes baseline assessment and termly assessment using a variety of tools; e.g. Boxhall Profiling (Nurture UK 2019). This enables Falcons Learning to track progress and enter learners into assessment schemes relevant to their Study Programme and therefore maximising success. The outcomes of such assessment and pathway decision making is recorded within the learners' ILP.

The design of Falcons' subject curriculums are multi-faceted and based upon skill acquisition and development of subject knowledge. Curriculums are planned as pathways to build on skills and knowledge as the learners' progress through the school from Ark to Post-16 learning. Building these layered approach helps learners' essential cognitive development and allows non-traumatic memory retention. Construction of learning is built upon evidence-based foundations (including EHCP data, previous academic results and baseline assessments) appropriate to each learner's individual needs.

Falcons Learning optimises a curriculum design for some more vulnerable learners based around a thematic and primary style pedagogical model. This is overseen by the SENCo to allow learners to develop a confidence in their ability and a comfortable trusted learning environment. This begins in our Ark facility and is continued throughout the school.

The use of the AQA Unit Award Scheme (UAS) from Key Stage 3 onwards allows learners the opportunity to access accreditation at an early stage of their education with Falcons Learning. This helps build self-efficacy and a sense of achievement.

AQA UAS is available in different levels, so a course delivered in Year 7 at Entry Level 3 provides the foundation on which the Year 8 Level 1 course builds. Other courses build on the Pearson BTEC modules.

The NCFE Occupational Studies Course is used in a similar way as this is a multi-level course with modules across the levels throughout Falcons Learning's vocational offer. This is deployed from year 9 through to the end of key stage 4.

Key stage 3 numeracy and literacy curricula are based around the National Curriculum with opportunities to develop these skills and knowledge throughout the school. They are also delivered by experts in SEND and adjusted, where appropriate to meet the needs of the learners.

Literacy, numeracy and digital skills are embedded in the vocationally based learning environment with 50% of the Guided Learning Hours being delivered in the 'workshop'. This meets the needs of the learners effectively and helps to minimise the classroom environment lessons.

Assessment is used to help learners embed and use knowledge fluently or to check understanding and inform the planning of teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners. Falcons Learning uses high quality assessment

data, using current assessment tools, to celebrate success and to identify appropriate help and interventions to maximise learner progress.

Falcons Learning creates an environment that is conducive to a focus on learning. The resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly supports the fully embedded and coherently planned curriculum across the school. This curriculum is sequenced towards cumulatively sufficient knowledge, cultural capital, and skills for future learning and employment. These skills are modelled by staff and reflected in the ethos of the school. The school is happy to invest in the tools for new learning pathways that learners express an interest in being part of. Evidence of this can be seen around the site.

SMSC is fully embedded across the curriculum with planned Personal Development lessons that learners take part in every day. We also cater for, dropdown days and guest speakers enforcing a depth of knowledge and building on the learners' knowledge and understanding of British values and their place in the contemporary world.

A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, materials are closely matched to learners' literacy knowledge. Where required intervention is in place this is directed by our reading recovery expert.

Formal assessments will be delivered, wherever possible to meet the learners' needs using partner accreditation bodies that are most suitable for the cohort. This is evidenced within the assessment framework and within the learners' documentation. We recognise that many of our learners have a negative view of assessment and are careful to help manage this so as to reduce anxiety.

Desired Impact

Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well, building skills for life in literacy and numeracy and a solid vocational grounding. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

The cumulative nature of the course construction and the use of small accreditation steps at the beginning of the learner journey through Falcons Learning develops a strong portfolio of accreditation of learning to carry forward.

Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They have access to an independent careers advisor and encounter workplaces, employers, and further education providers.

They read widely and often, with fluency and comprehension throughout the curriculum and across all areas.

Learners with SEND are equipped to overcome barriers and have the interpersonal skills to maintain employment or move into further education.