

Curriculum Policy

2026 - 2027

‘Because Children Deserve Better’

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Policy Number: 1:2 V3
Date: September 2026
Next Review Date: September 2027

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1. Our curriculum vision

Our Values: Positive, Resilient, Different, Passionate, Collaborative

Our curriculum is a unique curriculum model that supports the holistic development of all our **different** learners. Through our bespoke curriculum pathways, we ensure the individual needs of our young people are met, placing their wellbeing at the centre while maintaining high academic expectations.

It is our priority that every learner has a **positive** experience of education, is fully engaged in their learning, and that their emotional development is actively promoted. We have carefully identified the key experiences and specific components our learners need to master in isolation before progressing to more complex, composite tasks. The learner is at the heart of everything we do—the 'Pivot' of our approach—and our curriculum is designed to help them develop, grow and thrive.

We are committed to delivering a curriculum rooted in hands on and practical experiences that bring learning to life and help our learners become **resilient** adults of the future.

Our ethos is built on a **collaborative** approach: each learner is supported by a dedicated Key Person, focused on fostering strong, supportive relationships with both the learner and their family.

We are **passionate** about delivering a curriculum that is a unique model, grounded in the Independent School Standards and interwoven with our Golden Thread: Reading, PSHE, Zones of Regulation, Extended Writing, and What Learners Must Know and Not Forget.

2. Legislation and guidance

This policy refers:

- DfE: National Curriculum in England Framework for Key Stages 1-4 (current version)
- DfE: Careers Guidance and Access for Education and Training Providers 2023
- DfE: Relationships and Sex Education (RSE) and Health Education 2019 (updated 2021)
- DfE: Promoting fundamental British Values through SMSC 2014
- DfE and DHSC: SEND Code of Practice: 0-25 Years 2014 (updated 2024)
- DfE: The Independent School Standards Regulations (current version)
- Equality Act 2010

It also considers the Independent School Inspectorate (ISI) Framework for the Inspection of Association of Independent Schools (2023).

3. Our intent

'I know therefore I can...'

We provide a nurturing and therapeutic approach to education for our learners whilst having aspirational expectations of their academic progress and success. Our curriculum promotes equality, diversity and inclusion.

Our curriculum is an intentional curriculum which has been codified so that nothing is left to

chance. We have created a bespoke learning programme, containing the knowledge and experiences right for our learners. Learners practice in a range of contexts to master previous and current learning.

Our curriculum is built up of five pathways (see [Appendix A](#)).

We want our learners to have a positive experience of education; we are committed to encouraging positive engagement in learning. Our approach is designed to raise both the academic performance and promote positive social, emotional and mental health of all our young people. We are committed to preparing our young people for the opportunities, responsibilities and experiences of life in British Society, promoting the fundamental British Values, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Our curriculum is intended to provide our young people with the knowledge that they need to succeed and thrive in culturally and ethnically diverse modern Britain.

PSHE

PSHE (including RSE), English and Maths are core subjects across each pathway.

PSHE is a key subject within Our Golden Thread. All subject teachers know the content of PSHE lessons; they plan to incorporate opportunities for learners to discuss and apply this learning in lessons across the curriculum. It is important that teachers know what is being covered so that they can provide opportunities for learners to talk, debate and reflect on these key life skills, across the curriculum. Our learners are mostly taught in small classes so that their individual needs can be met; enabling teachers to plan for their actual next steps, supporting progress. However, with PSHE and RSE, we teach the skills that learners need both developmentally and age-related so that they are prepared for life beyond the classroom. We work closely with parents to ensure that we are teaching RSE content that is both age appropriate and that supports them to stay safe and secure in their community. Our formative assessments ensure that we track curriculum coverage and any gaps in PSHE learning are filled, as a priority.

Further information can be found in our PSHE Policy and RSE Policy.

Safeguarding

Safeguarding education is embedded throughout the curriculum. Learners are taught how to keep themselves safe including online safety, healthy relationships, exploitation, consent, mental health, substance misuse, discrimination and how to seek help when concerned. We use West Yorkshire Police Pol-ed resources to support with teaching these themes.

Golden Thread

Our Golden Thread is built up of components of Pivot's key priorities and is a key aspect of making our curriculum unique for our learners. Our Golden Thread highlights our dedication to provide a nurturing and therapeutic approach to education whilst having aspirational expectations of the academic progress and success of our young people.

Our curriculum is designed to help learners make meaningful connections. It is intentionally coherent, integrated and relevant, enabling learners to apply knowledge and skills across subjects, build on prior learning; linking their school experiences with real-life contexts.

We place great emphasis on *Our Golden Thread*, ensuring that learners have opportunities to engage with ideas and experiences beyond their everyday lives. This approach reflects our ethos of "practice, practice, practice," supporting learners to master both current and previous

learning while continually making links and deepening understanding.

Our Golden Thread draws together Pivot's key learning priorities and what we have identified as key skills for preparation into adulthood, making our curriculum distinctive and purposeful for our learners. It embodies our commitment to a nurturing and therapeutic approach to education, while maintaining ambitious expectations for academic progress and success.

Golden Thread for primary model and secondary model pathways:

Golden Thread that runs through the curriculum	Reading	PSHE	Zones of Regulation	Extended Writing	What Learners Must Know and Not Forget
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Golden Thread for Nurture and Links Pathways:

Key Skills (English, Maths and PSHE)	Preparing for Adulthood: Life Skills	Century Online Learning	Zones of Regulation
We have identified the core skills learners that learners need to develop in English (reading, writing and SPaG) Maths and PSHE by the end of KS2, KS3 and KS4. *please see the PSHE rationale for more information on the approach to RSE*	Our Curriculum Mapping identified opportunities for developing life skills, as part of the preparing for adulthood, across all areas of learning.	Century learning is used for diagnostic assessments and to support learners to develop gaps in learning and any barriers to learning. Century is also an excellent tool to use to meet the individual needs of learners where they show natural flair or interest for a subject; potentially working towards gaining a qualification.	Zones of Regulation teaches learners strategies for managing their own self-regulation.

Each aspect of the Golden Thread is planned for and built into subjects and lessons across the curriculum; they support learners to practise and apply skills in different contexts and make links in learning. The Golden Thread can be presented in small and manageable chunks of learning to encourage our learners to try new things and take risks in safe environments

4. Our implementation

We have carefully considered what is important for our learners to experience and learn and this is reflected in our comprehensive Subject Long Term Plans, Our Golden Thread and carefully considered schemes and subscriptions which complement our unique offer. It is adaptive, meaningful and developmentally appropriate yet aspirational. It is focused on preparing our young people of independence, inclusion and lifelong learning and/or employment.

Planning and preparation - long term planning

Headteachers, with support from Teaching and Learning Leads, ensure that the infrastructure and long-term planning is in place for all subjects that are identified within The Curriculum Offer 2026-2027 before commencement of teaching (in line with Exams Policy). All long-term plans are on the Pivot long-term planning format.

Link to long-term planning proforma can be found on SharePoint

Planning and preparation - medium-term planning

In accordance with the Teacher Standard 4, teachers and instructors are expected to plan and teach well-structured lessons. At Pivot, teachers are required to complete medium-term planning as a non-negotiable element of their professional responsibilities.

Effective medium-term planning ensures consistency, progression and curriculum coverage across the school. It allows for thoughtful sequencing of learning, supports targeted intervention and enables leaders to monitor curriculum delivery and pupil progress effectively.

If a learner is on a Nurture Pathway, staff must complete the pre-learning discussion, targets and areas of focus sections of the individualised planning document. The expectation for this pathway is that the above is completed along with the individual planning section.

For all other learners, the medium-term plans must clearly outline the learning objectives, key content, assessment opportunities and strategies that reflect the adaptations in their teaching for the term.

In addition, plans must include specific details of the groups being taught, including any SEND, EHCP targets and how learners' needs will be met through planned teaching and support. Medium-term plans must use the agreed Pivot template and be uploaded to the SharePoint platform at the beginning of every term, before teaching commences.

The link to medium-term planning proformas for Nurture and Primary/Secondary can be found on share point in Our Pivot Curriculum.

Plans must be uploaded to SharePoint - Curriculum Resources and Planning (saved in the appropriate school subject/school area).

Planning and preparation - short term planning

Short term planning refers to the day-to-day/week-to-week planning that teachers do to prepare for lessons and meet the needs of the young people. We recognise that there is no single way to do this and that teachers have preferences about how to approach this. Although we do not have an expected planning format to be completed, teachers are expected to plan lessons with consideration to Appendix C: A guide to what is expected in lessons.

Short term planning could be a lesson plan, a PowerPoint, extra detail within a medium-term plan, a mind map or planning for other members of staff in lessons, such as Learning Mentors.

Formative assessment

Formative assessment refers to a wide variety of methods that teachers use to evaluate learner comprehension, learning needs and academic progress during a lesson, unit of work and relating to previously taught skills. Formative assessment plays a central role in improving the quality of education and ensuring that all learners, regardless of background or ability, can achieve meaningful learning outcomes.

Teachers ensure that formative assessment is integrated into daily teaching and learning processes. It helps teachers identify learning gaps, adjust instruction accordingly and provide timely, constructive feedback to learners.

Key features of formative assessment include:

- Continuous and ongoing evaluation that informs what teachers do next, in lessons
- Learner involvement in the assessment process (e.g. peer and self-assessment)
- Use of diverse methods (e.g. observation, questioning, checklists, informal quizzes)
- Emphasis on feedback for learning rather than judgment
- Adaptation of teaching strategies based on assessment results

By fostering reflective teaching and active student participation, formative assessment contributes to better learning outcomes, increased student motivation and more effective teaching strategies.

Formative assessment documentation is kept up to date and informs planning and teaching.

Classroom environments

- Classrooms should be prepared with resources for the lesson at the start of the lesson and re-set/tidied at the end of the lesson.
- Resources should be clearly labelled with a dedicated space to return them back to.
- All notices should have a dedicated board and not be placed on the walls.
- Display boards should be tidy and backed in neutral colours and dark borders.
- Displays should be linked to the current topic with modelled examples for learners to refer to (Working Walls).
- Zones of Regulation resources should be displayed to support communication.
- Every classroom should have a class visual timetable that represents the daily routine and any other activities that will be happening that day.
- All classrooms have a dedicated reading area which is tidy, categorised and labelled with space to sit comfortably and read.
- Learners that have a bespoke timetable should have a personalised visual timetable.
- Kitchen areas should be kept tidy, with cupboards labelled and clear surfaces – there is a safe box with cleaning goods.

Marking and feedback

We need to be mindful of the previous experience of learners when providing them with feedback. Written comments on work can be demotivating, confusing and overwhelming and for this reason, we take each learner's needs into consideration before choosing an approach. Our feedback should build retention and resilience and for this reason, we have Marking and Feedback Guidance which use symbols and letters which support pupils to think and support verbal discussions with teachers.

The Marking and Feedback Guidance can be found in Appendix E. Further information can be found in our Assessment Policy.

Evidencing learning

We promote our learners to have high standards and pride in their work. Presentation is modelled by teachers when they write on the board and on the work of learners. Workbooks should be labelled with the learner's name (first & last), class/year group, subject and the academic year (2026-2027).

Where possible, we encourage each piece of work to have a date and title – underlining is done with a ruler. A pencil is generally used in maths books.

2026-2027 will be the second year of implementing Evidence for Learning, where learning can be documented and linked to learning objectives, to inform formative and summative assessment decisions. We have planned a staged, strategic approach to ensure that the programme is implemented successfully, supporting the workload and wellbeing of staff with a view to enhance assessment, evidence collection and parental engagement across all learning pathways.

Further information can be found in the Evidence for Learning Project Plan – strategic implementation (SharePoint).

Subject leadership

We have Teaching and Learning Leads and Subject Leaders in English, Maths and PSHE who support teachers with the implementation of Our Pivot Curriculum.

The aims of the subject leader are to:

- Regularly meet with other school subject leaders to agree on key approaches
- Liaise with the Headteacher to write a subject specific action plan that supports the School Development Plan
- Support colleagues in each of the pathways, within their school
- Develop specific approaches to meet the needs of learners within each pathway
- Review the quality of the long-term Planning and Subject Rationale
- Complete quality assurance of planning, teaching and assessment
- Complete regular subject specific moderation with colleagues
- Deliver subject specific CPD
- Organise subject specific events
- Meet with inspectors and other external auditors about their subject.

Careers guidance

Careers education, information, advice and guidance (CEIAG) is delivered in line with current DfE guidance and the Gatsby Benchmarks.

Further information can be found in our Careers Policy 2026-2027.

5. Our impact

When designing a curriculum that considers the needs of our young people and all aspects of their life, it is crucial that we judge our impact using an equally bespoke approach. Our curriculum aspires for high achievement of learners irrespective of background, starting points and SEND needs. We define impact in terms of meaningful progress, holistic development, and quality of life outcomes achieved by our young people; these principles reflect our commitment to providing an ambitious and personalised curriculum that prepares learners for fulfilled lives.

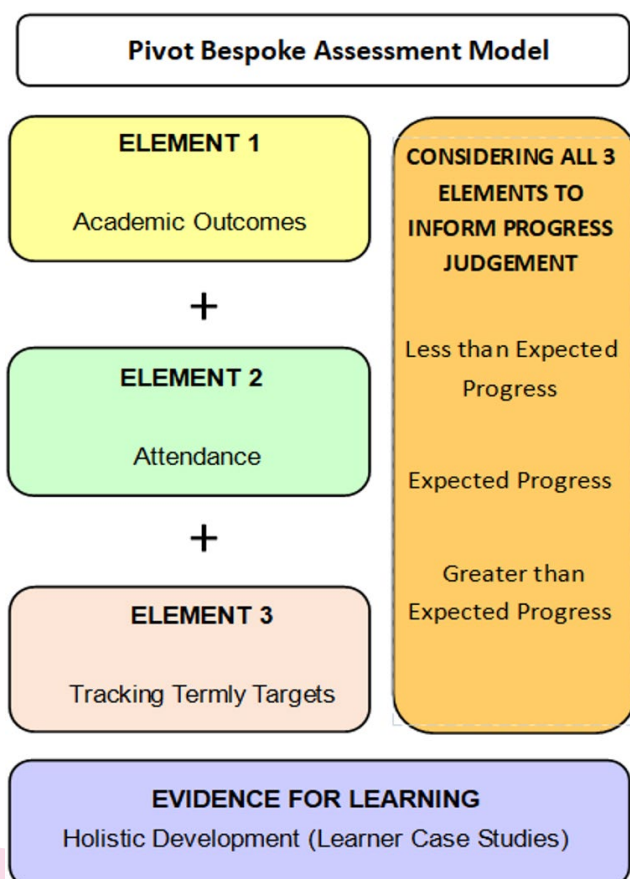
“We put the learner at the centre of everything we do”

Meaningful progress for a Pivot learner

We define progress as highly individualised, relevant, and sustained over time. Our learners make progress from their unique starting points, which may not follow linear or age-related expectations. The judgments that are made around the progress of a PIVOT learner will be informed by a range of factors, not just their academic abilities.

Assessment Project

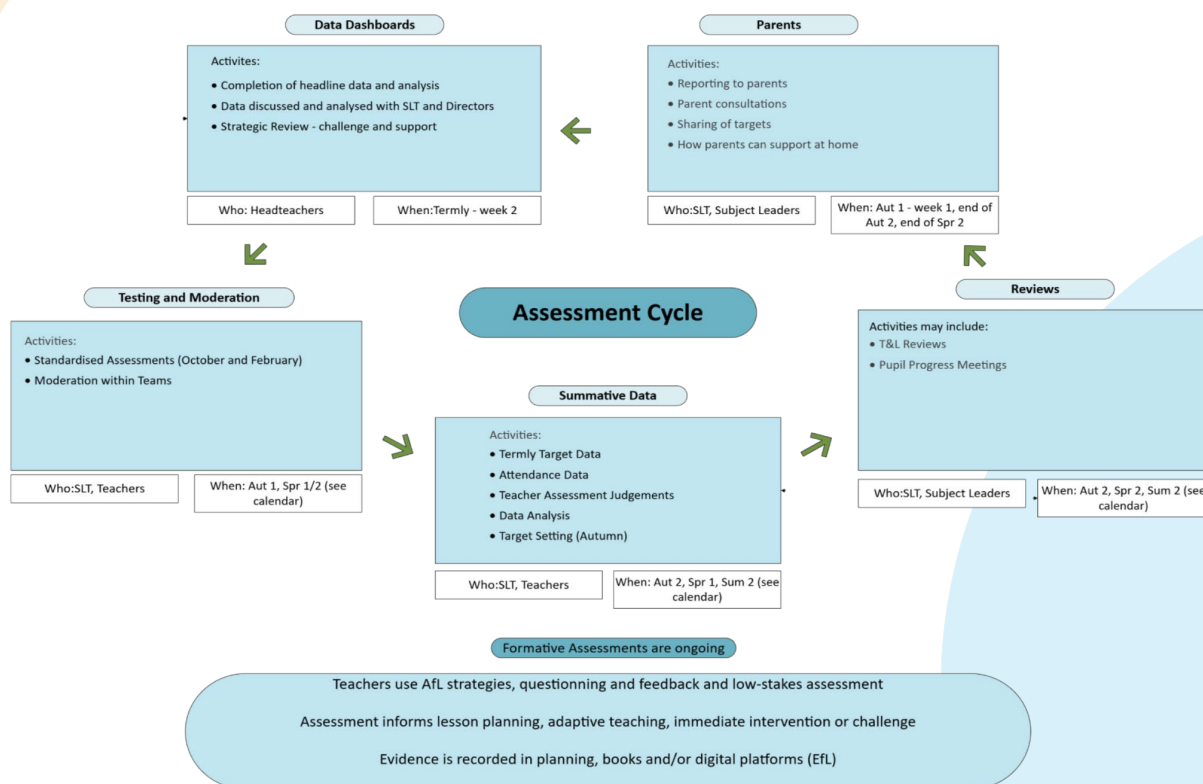
We are currently conducting an assessment project; 2026-2027 will be the second year of the project. The aim of this project is to develop a robust and inclusive framework for making expected progress judgements for all Pivot learners.



More information can be found in our Assessment Project document and Assessment Policy 2026-2027.

Assessment Cycle

We have a termly assessment cycle to monitor learner progress and inform teaching and learning.



More information can be found in our QA Cycle 2026-2027 document.

Holistic development

Our curriculum promotes the holistic development of every learner by addressing not only the academic progress but also emotional, social, physical and communication needs. We recognise that for many of our young people, success is reflected in increased confidence, improved emotional regulation, stronger social connections and greater independence in daily life. Our values (Positive, Resilient, Different, Passionate, Collaborative) are evident in daily practice including learners choosing to, and adults encouraging learners to, make the right choices in their learning and conduct. British values are clear to see and staff and learners promote these.

Our young people grow in:

- Self-confidence and resilience;
- Social communication and interaction;
- Physical development through sensory integration and therapy-informed practice;
- Emotional regulation and self-awareness.

Learning is embedded in real-world contexts and supported by strong relationships with staff and peers.

PSHE, RSE, and SMSC are taught in a developmentally appropriate and accessible way to support personal identity, safety and social understanding.

The curriculum promotes creativity, self-expression, and enjoyment, recognising that engagement is itself a key outcome.

Quality of life outcomes

Our aim is to improve the quality of life for every young person at Pivot. Quality of life outcomes for our learners refer to the broader, long-term benefits that education brings to their wellbeing, independence, participation and sense of fulfilment – both during school and into adulthood. For our young people, these outcomes are as important as academic attainment and are central to curriculum planning and review.

Our learners:

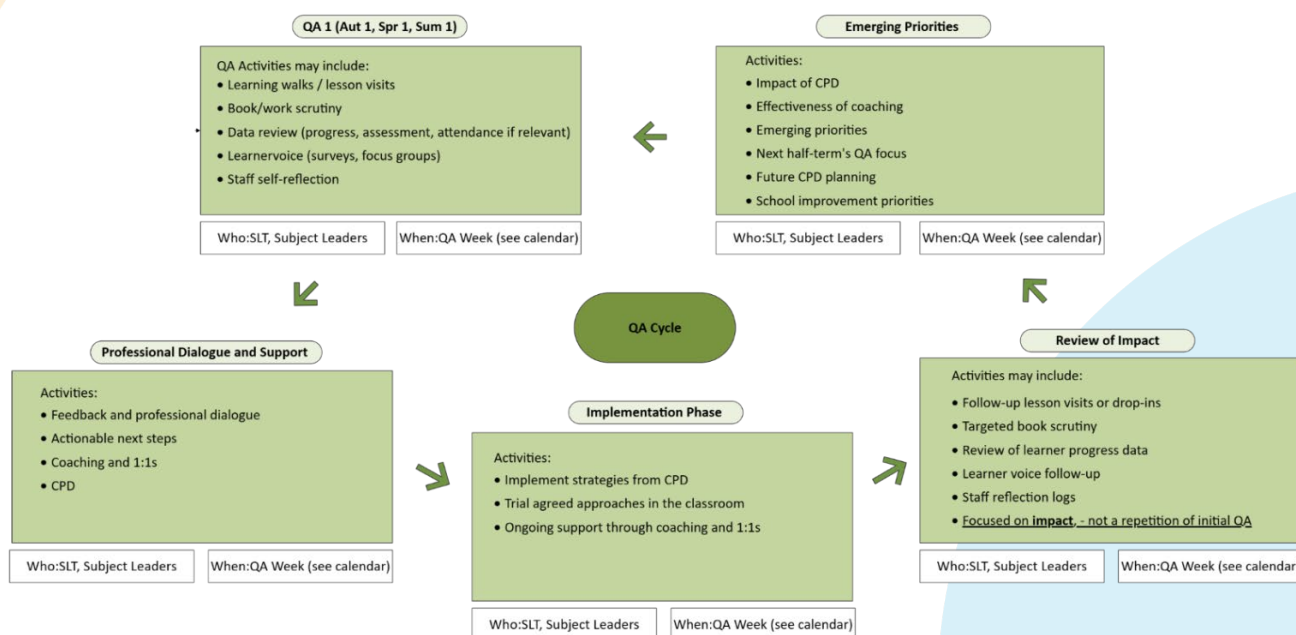
- Are prepared for life beyond school, including independence in daily life;
- Are supported to make meaningful choices and express preferences, with growing autonomy;
- Understand how to keep themselves safe, including online safety and where to seek help from;
- Build and sustain friendships and respectful relationships;
- Understand and make progress in managing their own motions, responses and behaviours;
- Participate in community life, including work experience, leisure and cultural activities;
- Make progress towards lifelong learning and employment;
- Have outcomes which are linked to pupils' EHCP long-term goals, with annual review cycles used to evaluate progress and adapt provision.

We track and reflect on:

- Learner and family voice;
- Transition success and destination data;
- Emotional wellbeing and behaviour for learning.

Monitoring curriculum impact

We are fully committed to upholding the highest standards of quality assurance (QA) in teaching and learning. Our approach is grounded in a continuous cycle of planning, implementation, evaluation, and improvement to ensure that educational experiences are inclusive, effective, aspirational and meet the needs of our learners.



More information can be found in our QA Cycle 2026-2027 document.

6. Linked policies

- Assessment Policy 2026-2027
- RSE Policy 2026-2027
- SEND Policy 2026-2027
- Exams Policy 2026-2027
- Careers Policy 2026-2027

7. Linked documents

- Curriculum Pathways and Offer 2026-2027
- QA Cycle 2026-2027
- Evidence for Learning Project Plan 2026-2027

8. Appendix A: Curriculum pathways and offer 2026-2027

Curriculum vision

Our curriculum is a unique curriculum model that supports the holistic development of all our different learners. Through our bespoke curriculum pathways, we ensure the individual needs of our young people are met—placing their wellbeing at the centre while maintaining high academic expectations.

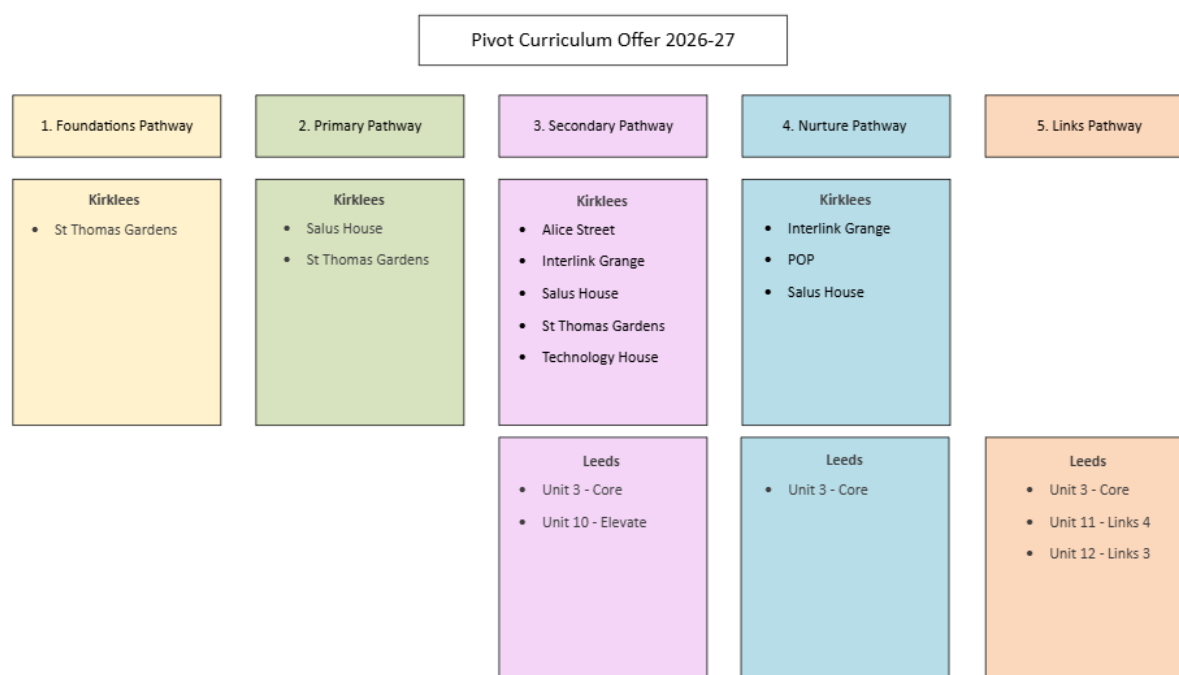
It is our priority that every learner has a positive experience of education, is fully engaged in their learning, and that their emotional development is actively promoted. We have carefully identified the key experiences and specific components our learners need to master in isolation before progressing to more complex, composite tasks. The young person is at the heart of everything we do, the 'Pivot' of our approach, and our curriculum is designed to help them develop, grow and thrive.

We are committed to delivering a curriculum rooted in hands on and practical experiences that bring learning to life and help our learners become resilient adults of the future.

Our ethos is built on a collaborative approach: each learner is supported by a dedicated Key Person, focused on fostering strong, supportive relationships with both the learner and their family.

We are passionate about delivering a curriculum that is a unique model, grounded in the Independent School Standards and interwoven with our Golden Thread: Reading, PSHE, Zones of Regulation, Extended Writing, and What Learners Must Know and Not Forget.

Curriculum offer 2026-27



Qualifications: Kirklees Nurture Pathway						
AQA GCSE	EDUQAS	Edexcel Functional Skills	NCFE	AQA	External Providers	Other
Maths	English Language	English (EL, L1, L2)		Unit Award Scheme	Multi-skills	Duke of Edinburgh Award
		Maths (EL, L1, L2)			Motor Vehicle	Bushcraft Skills Award
					Construction	NICAS
					Stable Management	
					Motorcycle Mechanics	
					Fabrication and Engineering	
					Building Construction	
Links to Independent School Standards Curriculum Aspects: Linguistic, Mathematical, Human and Social and Technological						

Qualifications - Leeds

AQA GCSE		Eduqas	Pearson GCSE	AQA	External Providers
English Language		Ethics, Philosophy & Religion	English Literature	Unit Award Scheme	Ice-skating
Maths					Motorcycle Mechanics
Biology					Building Construction
Combined Science					
History					
AQA GCSE	Edexcel Functional Skills	Eduqas	Pearson	AQA	External Providers
English Language	English (EL, L1, L2)	Ethics, Philosophy & Religion	English Literature	Unit Award Scheme	Ice-skating
Maths	Maths (EL, L1, L2)				Motorcycle Mechanics
Biology	Digital Functional Skills (EL3, L1)				Building Construction
Combined Science					
History					

Qualifications: Leeds Nurture Pathway				
AQA GCSE	Edexcel Functional Skills	AQA	External Providers	Other
	English (EL, L1, L2)	Unit Award Scheme	Ice-skating	
	Maths (EL, L1, L2)		Motorcycle Mechanics	
	Digital Functional Skills (EL3, L1)		Building Construction	
Links to Independent School Standards Curriculum Aspects: Linguistic, Mathematical and Technological				

The Golden Thread

Our Golden Thread is built up of components of Pivot's skills for life and is a key aspect of making our curriculum unique for our learners. We have thought carefully about how our Cultural Capital and Our Golden Thread will enable our learners to engage and learn things that are outside of their daily experience. It builds on our ethos to repeatedly practice to master previous and current learning; making links and connections. We decide on the knowledge that our learners need and consider how we are preparing pupils to live and thrive in culturally and ethnically diverse modern Britain. We do this through Our Golden Thread, educational visits, enrichment experiences and outcomes; constantly promoting the Fundamental British Values. Our Golden Thread highlights our dedication to providing a nurturing and therapeutic approach to education whilst having aspirational expectations of their academic progress and success.

Golden Thread (Pathway 1, Pathway 2, Pathway 3)	Golden Thread (Pathway 4, Pathway 5)
• Reading • PSHE • Zones of Regulation • Extended Writing • What Learners Must Know and Not Forget (WLMKANF)	• Key Skills in Reading, Writing and Maths (WLMKANF) • Zones of Regulation • Life Skills

Curriculum offers

Pathway 1: Foundations

Our Foundations pathway is carefully designed to give our youngest learners in key stage 1 (KS1) the strongest possible start, ensuring they thrive while addressing any missed learning or experiences from the Early Years Foundation Stage (EYFS). At its heart, the pathway builds seamlessly on the EYFS framework, prioritising the three prime areas of learning—communication and language, physical development, and personal, social and emotional development—as the essential foundations for relationships, wellbeing and future success. Alongside these, the four specific areas are used to enrich learning, sparking curiosity, enthusiasm and a love of discovery.

Our curriculum is bespoke, aspirational and responsive - mapping clear outcomes through to the end of KS1 while remaining flexible enough to reflect the needs, interests, and developmental stages of each learner. Long-term planning is structured around adaptable half-termly themes, enabling meaningful and engaging learning experiences. Teachers use this alongside detailed medium-term planning to create personalised pathways, including targeted opportunities to support each learner's EHCP termly targets.

The learning environment plays a vital role within the Foundations Pathway. Through thoughtful enhancements planning, teachers carefully select and deploy resources with clear success criteria, ensuring that every space supports exploration, independence, and purposeful learning.

Core subjects are delivered with clarity and ambition:

- Mathematics is taught discretely using the White Rose Maths scheme, allowing for carefully differentiated learning within a shared mathematical focus.
- PSHE is guided by the PSHE Association, supporting learners' personal

development, wellbeing, and understanding of the world.

- Early reading and writing are underpinned by a systematic approach through Bug Club Phonics, alongside structured progression in reading and writing to ensure strong literacy development.

A strong sense of awe and wonder underpins the entire Foundations Pathway. We recognise curiosity as a key driver of learning, and we actively create rich environments and experiences that ignite imagination, encourage exploration, and make learning meaningful, engaging, and inspiring for every child.

Kirklees (Foundations)			
Prime Areas	Links to Independent School Standards Curriculum Aspects	Specific Areas	Links to Independent School Standards Curriculum Aspects
9. Communication and Language 10. NC: English	11. Linguistic 12. Human and Social	13. Literacy 14. NC: English	15. Linguistic
16. Physical Development 17. NC: PE	18. Physical	19. Mathematics 20. NC: Mathematics	21. Mathematical
22. Personal, Social and Health Development 23. NC: PSHE, RE	24. Human and Social	25. Understanding the World 26. NC: Science, History, Geography, RE	27. Human and Social 28. Scientific 29. Technological
		30. Expressive Arts and Design 31. NC: Art, Music, DT	32. Aesthetic and Creative

Pathway 2: Primary

Our Primary pathway is a thoughtfully designed, bespoke model that places the child firmly at its centre. It supports key stage 2 (KS2) aged learners working at developmental stages of KS1 and KS2. Rooted in a clear vision of holistic development, our curriculum prioritises positive learning experiences, ensuring that every learner feels engaged, valued, and empowered to succeed. We believe education should enable children to grow, develop, and thrive—not just academically, but socially, emotionally, and as future citizens. Through formative assessment, learning is continually shaped and adapted to meet need, ensuring that every learner's pathway is responsive, meaningful and aspirational.

Our curriculum builds on prior learning from EYFS and KS1, addressing gaps and missed experiences while setting ambitious outcomes through to the end of KS2. Learners are taught in mixed-age classes, but carefully planned teaching ensures that learning is matched to each learner's developmental stage. Strong relationships are central to success, supported through a Key Person approach, where each learner and their family are known, understood, and supported by a consistent adult. Learning is brought to life through hands-on, practical experiences that promote engagement and resilience. Our curriculum is structured around flexible, termly themes delivered on a two-year cycle, allowing learners to revisit and deepen knowledge over time. These themes are adaptable, ensuring they reflect learners' interests and needs, while maintaining a clear focus on progression.

Our learning environments and experiences are enriched through Drop-Down Days, which provide immersive, practical opportunities to explore specific themes or National Curriculum areas in depth. These carefully planned experiences allow learners to engage in multisensory, creative activities that bring learning to life and strengthen understanding.

Core subjects are delivered with clarity and intention. English is embedded across the curriculum, with a strong emphasis on 'writing for a purpose, supported by structured approaches such as The Writing Revolution and Rapid Reading, alongside opportunities to foster a love of reading through regular Drop Everything and Read (DEAR) sessions. Mathematics is taught discretely through the White Rose Maths scheme, enabling teachers to meet a range of developmental needs within a shared mathematical focus. High-quality resources such as Charanga Music and Twinkl further support curriculum delivery.

Our commitment to developing well-rounded individuals is reflected in the way we embed fundamental British values across the curriculum. Through structured routines, real-life contexts, and inclusive teaching approaches, learners develop an understanding of democracy, respect, tolerance, individual liberty, and the rule of law in ways that are accessible and meaningful.

Ultimately, our KS2 Primary Curriculum Pathway is designed to ignite curiosity, build resilience, and foster independence, ensuring that every learner is fully prepared for their next stage in education and life.

Kirklees (Primary)			
Core Subjects	Links to Independent School Standards Curriculum Aspects	Foundation Subjects	Links to Independent School Standards Curriculum Aspects
33. English (reading, writing, spelling, spelling and grammar (SPaG) and spoken language	34. Linguistic	35. Science	36. Scientific
37. Maths	38. Mathematical	39. Humanities (Geography, History and RE)	40. Human and Social
41. Personal, Social and Health Development	42. Human and Social	43. Art	44. Aesthetic and Creative
		45. Music	46. Aesthetic and Creative
		47. PE	48. Physical
		49. Food Technology	50. Technological

Pathway 3: Secondary

Our Secondary pathway is designed for learners in key stage 3 (KS3) and key stage 4 (KS4) who are working towards achieving Functional Skills qualifications and GCSEs, providing a clear and purposeful route into further education, employment, or training. It builds on the strong foundations established in both the Foundations and Primary pathways, whilst remaining flexible and responsive to meet the needs of learners who may join directly at this

stage.

The curriculum is carefully structured to include the essential knowledge, skills, and experiences our learners need, striking a balance between being comprehensive and manageable. This ensures it is not overloaded, while still giving teachers a clear and robust framework from which to plan high-quality, personalised learning.

At the core of the pathway is our Golden Thread approach, which ensures consistency and coherence across all areas of learning. Learners are given frequent opportunities to revisit, apply, and embed knowledge and skills in a range of contexts, enabling deeper understanding and long-term retention. This approach supports learners in making meaningful connections across subjects and in seeing the relevance of their learning beyond the classroom.

The learning environment is deliberately structured to provide consistency, security and familiarity. Learners remain primarily in their form rooms, where subject-specialist teachers deliver lessons within a familiar setting. This model helps reduce anxiety, supports engagement and enables strong relationships to develop between learners and staff, which is fundamental to success at this stage.

Recognising that many of our learners thrive through practical, hands-on and experiential learning, the curriculum is enriched with a wide range of outdoor learning and enrichment opportunities. These experiences are carefully planned to complement classroom learning, develop independence and build key life skills such as teamwork, problem-solving and resilience.

A strong focus on preparation for learners next stages and long-term future runs throughout the pathway. Learners benefit from impartial and personalised careers guidance, helping them to explore options, understand pathways, and make informed decisions about their next steps. We actively encourage learners to be aspirational and ambitious, supporting them to recognise their strengths, develop confidence - working towards meaningful and achievable goals.

Our Secondary pathway provides a supportive yet ambitious curriculum that equips learners with the qualifications, skills and confidence they need to move successfully into the next stage of their lives.

Kirklees (Secondary – in addition to qualifications)		Leeds (Secondary – in addition to qualifications)	
Subject/Experience	Links to Independent School Standards Curriculum Aspects	Subject/Experience	Links to Independent School Standards Curriculum Aspects
51. PSHE 52.	53. Human and Social	54. PSHE	55. Human and Social
56. Zones of Regulation	57. Human and Social	58. Zones of Regulation	59. Human and Social
60. Food Technology	61. Technological	62. Food Technology	63. Technological
64. Equine	65. Physical 66. Human and Social	67. PE	68. Physical
69. Careers	70. Human and Social	71. Careers	72. Human and Social

73. Preparation for Adulthood	74. Human and Social 75. Linguistic 76. Mathematical	77. Preparation for Adulthood	78. Human and Social 79. Linguistic 80. Mathematical
81. Swimming	82. Physical	83. Art	84. Aesthetic and Creative

Pathway 4: Nurture

Our Pivot Nurture Curriculum offers a highly personalised and compassionate approach to education, designed for learners who require a more tailored pathway beyond our core offer. Rooted in our values of being positive, resilient, different, passionate and collaborative, this pathway recognises that every learner's journey is unique and ensures they are supported to grow, achieve, and thrive.

At the heart of the Nurture Curriculum is a commitment to developing the whole child. Through carefully planned, structured, and memorable experiences, learners steadily build their knowledge, skills, and vocabulary over time. The curriculum is specifically designed to meet a wide range of needs through individual or small groups, where strong relationships, trust and engagement are prioritised as the foundation for success.

The Nurture Curriculum is structured around three key strands:

1. The Nurture Golden Thread (English, Maths and PSHE)
2. Preparing for Adulthood – Life Skills, embedded across all areas of learning
3. Online Learning, which provides opportunities for learners to explore and deepen learning linked to their individual interests and talents

Young people in this pathway develop the essential skills they need not only for academic progress, but also to confidently engage with their communities and prepare for adulthood. A central aim is to support learners in building relationships, regulating their emotions, and re-engaging with learning, whilst also enabling them to achieve qualifications in areas aligned with their ambitions and interests. Where appropriate, learners are supported to gain qualifications, providing meaningful recognition of their achievements.

This combination ensures a broad, flexible, and relevant curriculum, allowing learners to develop independence, confidence, and practical life skills alongside academic progress. Our curriculum mapping clearly identifies opportunities to build essential life skills, ensuring that preparation for adulthood is not an add-on but an integral part of every learner's experience.

A key feature of the pathway is its responsiveness. For learners who need additional support, a wrap-around approach is in place to address gaps in earlier learning. Where learners are working below expected levels, elements of the Primary Curriculum can be adapted to create a fully bespoke learning programme. Equally, for learners who demonstrate strengths or accelerated progress, we work collaboratively with subject specialists to design extended and aspirational pathways that enable them to excel.

Zones of Regulation plays a vital role in supporting learners to develop self-awareness and strategies for emotional regulation, empowering them to understand and manage their responses to different situations. This, alongside our strong focus on PSHE, helps learners

to develop resilience, independence, and positive relationships.

We are proud that our Nurture Curriculum offers a different, flexible and inclusive approach to education, where learners are encouraged to rediscover a passion for learning and a belief in their own abilities. Through high expectations, personalised support and a nurturing environment, we aim to ensure that every learner develops the confidence, resilience, and aspiration needed to achieve their goals and move successfully into adulthood.

Kirklees (Nurture– in addition to qualifications)		Leeds (Nurture – in addition to qualifications)	
Subject/Experience	Links to Independent School Standards Curriculum Aspects	Subject/Experience	Links to Independent School Standards Curriculum Aspects
85. PSHE	86. Human and Social	87. PSHE	88. Human and Social
89. Zones of Regulation	90. Human and Social	91. Zones of Regulation	92. Human and Social
93. Food Technology	94. Technological	95. Food Technology	96. Technological
97. Outdoor Education	98. Physical 99. Human and Social 100. Aesthetic and Creative	101. PE	102. Physical 103. Aesthetic and Creative
104. Careers	105. Human and Social	106. Careers	107. Human and Social
108. Preparation for Adulthood	109. Human and Social 110. Linguistic 111. Mathematical	112. Preparation for Adulthood	113. Human and Social 114. Linguistic 115. Mathematical

Pathway 5: LINKS

Our LINKS (Learning, Inclusion, Nurture, Knowledge and Social Skills) Pathway is a carefully designed, specialist provision that supports learners experiencing Emotionally Based School Avoidance (EBSA). We recognise that many of these learners want to attend school but face significant barriers due to anxiety, emotional needs, or challenges linked to their SEND. Our approach is rooted in understanding, compassion, and flexibility, ensuring that learners feel safe, supported, and able to re-engage with education at their own pace.

A key strength of the LINKS Pathway is its small-group, specialist setting, located in a building separate from the main school sites. This environment is intentionally designed to reduce pressure and overwhelm, allowing learners to build trust, develop relationships, and gradually rebuild confidence in attending school. Strong connections with staff and peers are central to this approach, as these relationships form the foundation for improved wellbeing and engagement.

The LINKS curriculum is based on a nurture model, with a strong focus on key skills in English, maths, and PSHE, alongside a rich and varied Life Skills curriculum. This ensures that learning is both meaningful and relevant, supporting learners to develop not only academically but also

socially and emotionally. Within Life Skills, learners engage in a wide range of experiences, including:

- Physical Education
- Creative Arts
- Food Technology
- Enrichment activities

These opportunities are designed to build confidence, develop independence, and promote positive mental health, while also supporting the development of essential social skills.

We maintain high aspirations for every learner, with the aim of enabling them to achieve up to five GCSEs, alongside gaining the practical life skills and experiences needed for adulthood. Learning is further enhanced through a blended approach which includes online provision via Academy21, alongside tailored individual and small-group sessions, both on and off site. This flexible delivery model allows us to meet learners where they are and carefully support their progression.

A strong focus on preparation for the future is embedded throughout the pathway. Learners receive impartial careers guidance, helping them to explore their interests, understand available opportunities, and develop aspirations for their future pathways. We encourage all learners to believe in their potential and to take positive, supported steps towards their goals.

The LINKS Pathway provides a safe, supportive, and personalised learning journey, enabling learners to re-engage with education, rebuild confidence and develop the knowledge, skills, and resilience they need to succeed both in school and beyond.

Leeds (LINKS – in addition to qualifications)	
Subject/Experience	Links to Independent School Standards Curriculum Aspects
116. PSHE	117. Human and Social
118. Zones of Regulation	119. Human and Social
120. Food Technology	121. Technological
122. PE	123. Physical
124. Careers	125. Human and Social
126. Preparation for Adulthood	127. Human and Social
	128. Linguistic
	129. Mathematical

9. Appendix B: The principles of our Golden Thread

Reading:

- Exposure to different text types, across a range of different subjects, is an essential element of our Reading Golden Thread, to give Pivot pupils the best opportunities to make progress in their reading fluency and comprehension.
- Focusing on reading in as many different subjects and contexts, as possible, is an approach to encourage and motivate our learners.
- 'Drop Everything and Read' (DEAR) is an approach that is consistently implemented across the whole academy, so that pupils and adults can sit alongside each other and read for enjoyment, without any additional pressure of comprehension or assessment; essential for fostering a life-long love of reading.

PSHE:

- Many of our learners require a nurturing and therapeutic approach to their education and we consider it essential that PSHE is at the heart of our curriculum, as a Core Subject, and as an aspect of Our Golden Thread.
- We consider it essential, and our responsibility, to incorporate the PSHE learning opportunities of Health and Wellbeing, Relationships and Sex Education (RSE) and Living in the wider world, into our curriculum.
- We are mindful that the consequence of us not covering these crucial areas, is that our learners are likely to gather their information and develop opinions based on unreliable and inappropriate sources. We want to cover these essential PSHE areas, where possible, through real life contexts which is why we feel that building opportunities into daily classroom practice is most effective.

Zones of Regulation:

- All of our learners are explicitly taught the Zones of Regulation curriculum to support them to develop strategies for regulation, prosocial skills, self-care and overall wellness.
- Pupils build up a personal toolkit of skills to use to support them to self-regulate; it is essential that this is regularly built into all subjects and lessons, as part of our Golden Thread.
- Our highly skilled central team, including our Director of SEND, Lead SENCo, school SENCos, ASC Lead, Therapeutic Lead and Social Worker, all provide support to our schools on embedding Zones of Regulation into our curriculum.
- Teachers explicitly plan opportunities to support the development of Zones of Regulation into their lessons, so that the strategies become embedded, for both staff and pupils.
- Once pupils understand their feelings and Zones, they can use strategies to manage their different Zones to meet goals related to academic tasks and maintaining healthy relationships.

Extended Writing:

- Our learners require regular opportunities to write at length so they can build up their stamina and independence in writing across the curriculum.
- Our aim is to ensure that writing skills are regularly taught across all curriculum subjects and that this is evident in planning and classroom practice, to support our learners to build up stamina and persistence in their writing.
- We also recognise that writing about things that they are interested in is motivating; a

student may be reluctant to write in an English lesson but eager to write in History, so we need to expose them to as many different writing purposes as possible.

What learners must know and not forget:

- We have clearly identified the important knowledge that learners must learn in each subject, within Our Pivot Curriculum.
- We recognise that because our curriculum is unique and our Golden Thread has been specifically designed to include PHSE and Zones of Regulation, in addition to the academic areas of reading and extended writing, it is crucial that the curriculum clearly identifies what the essential aspects of learning are for each subject.
- 'What Learners Must Know and Not Forget' is clearly identified on each Long-Term Planning document for each subject. We are committed to regularly reviewing these, to ensure that we get our substantive and disciplinary knowledge right for each subject.
- Mapping out the links between each subject to ensure that Our Pivot Curriculum builds on prior learning and provides opportunities for learners to apply skills and knowledge across the wider curriculum, in addition to the subject where they've acquired the new knowledge, is regularly reviewed in our regular Subject Network groups.

10. Appendix C: A guide to what is expected in lessons

The full (A3) document can be found here: [Expectations for Teachers - Teacher Standards.docx](#)

A guide to what is expected in lessons

Activation of Prior Knowledge

- Lessons are planned and consideration is given to how to support each learner to achieve their next steps based on formative assessment in previous lessons.
- Retrieval opportunities (EFA) enable learners to recall and apply previous learning; they are encouraged to apply this learning in different contexts (The Golden Thread).
- Opportunities for learners to stop, wonder, questions, think and reflect are built into lessons.

Teacher Input and Modelling

- The learning objective and success criteria (EFA) are shared with learners and support staff so that everyone is clear how to be successful in the lesson.
- LBMs are clear on their role and how to support in the lesson – planning, resources and planned outcomes are discussed before the lesson; success criteria is clear (EFA).
- High quality modelling demonstrates expected outcomes and models success (success criteria).
- Teachers introduce, teach and model high quality subject specific vocabulary.
- Adult-learner relationships are key and a constant focus of teams.

Practice

- Learning is built on secure practical and concrete experiences before pictorial and abstract concepts are introduced - time is given for learners to practice at each of these stages.
- Planning reflects that deeper learning takes place when small steps of new information, built on concrete experiences and clear models, when learners have time to independently practice - embedding into long term memory.

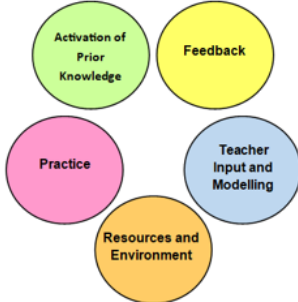
Feedback

- Formative assessment strategies (EFA) are embedding into lessons; teachers regularly review main ideas and use this information to inform what they do next.
- Learners are clear about what they need to do next and how to be successful (EFA).
- The voice of our young people is valued and used for self-assessment (EFA).
- LBMs feedback to teachers during and at the end of lessons (EFA).
- Our key EFA strategies of retrieval activities, hinge questions and exit tickets are used to inform what happens next, in lessons (EFA).

Resources and Environment

- Practical and interactive activities and resources are used to enthuse and engage learners.
- Visual timetables are used in every lesson.
- Personal resources, as indicated in SEND documentation, are used to meet the needs of learners.
- Zones of Regulation is actively modelled and encouraged – learners develop their personal toolkits.
- High quality learning environments (see 'Classroom Environments') are prioritised.
- Classroom displays reflect current learning and support learners to practise and apply the skills they have been modelled (see 'Classroom Environments').
- There are high expectations of behaviour, and these are modelled by staff.

*EFA refers to our commitment to continuing the Embedding Formative Assessment programme (SSAT) strategies to impact on quality first teaching.





11. Appendix D: Pivot teacher expectations (Teacher Standards)

Pivot Academy Teacher Expectations for Teachers							
T21 Set high expectations which inspire, motivate and challenge pupils	T22 Promote good progress and outcomes by pupils (including APL)	T23 Demonstrate a good subject and curriculum knowledge	T24 Plan and teach well-structured lessons (including the learning environment)	T25 Adapt teaching to respond to the strengths and needs of all pupils (including personalisation and differentiation)	T26 Make accurate and productive use of assessment	T27 Manage behaviour effectively to ensure a good and safe learning environment	Partnership - Teacher and LSLs
Consistent expectations are in place - clear expectations, boundaries and outcomes are embedded in lessons.	Teachers set aware of learners' prior knowledge, capabilities and LSLCP targets. Teaching is planned to promote progress with them.	Learners follow the Pilot programmes of study from the long-term Plans - every subject and qualification has one.	Learning objectives and success criteria are shared with learners. (SFA)	The needs of learners are clearly understood; LSLCPs, reports and assessments have been read and inform practice.	Formative assessment strategies are evident in all lessons - teachers use this information to inform what they do next. (SFA)	Consistent expectations are in place, with clear expectations and boundaries which are applied fairly.	Likely are good role models to learners; dressing, behaving and speaking in ways you expect learners to.
Learners are given clear, SMART academic and behaviour goals - small achievements and positive choices are praised.	Adaptive teaching and personalised learning activities are planned for all young people. (SFA)	Opportunities to practise learning from our Golden thread, Reading, Zones of Regulation, Guided writing. What learners should know and do: target and PSHC, are high priority.	Visible literacies are in all classrooms and associated with throughout the day.	Teaching is personalised and differentiated to meet the needs of all learners and the effectiveness of this is evaluated.	The learning expectations, outcomes and steps to success are clear for all in the lessons. Learners know how to be successful in lessons. (SFA)	Teachers actively encourage learners to behave well and display high levels of courtesy around school.	Teachers share planning and likely read the planning that is shared - they ask if they need help with subject knowledge or with clarity on what is expected of them.
Rewards - learners receive positive outcome for positive choices.	Demonstrate a sound understanding of the need to develop learners' learning over time, clearly based on evidence of prior learning.	The purpose of the learning objective and success criteria is shared with learners. (SFA)	Learners are well prepared, considering staff deployment and carefully matched resources and activities to support learners in achieving intended outcomes. (SFA)	A range of scaffolding and strategies are used to reduce barriers to learning and fill gaps in prior learning.	Holistic development of young people, beyond the academic, is valued.	Developmental gaps are prioritised and the impact these have on behaviour and engagement is recognised.	Likely read and contribute to the Pupil Profiles and Tertiary Targets of the learners - adding feedback to planning, Pupil Profiles and Tertiary Targets.

This is a visual of part the document – the full document can be accessed by using this link.

[Expectations for Teachers - Teacher Standards.docx](#)

12. Appendix E: Marking and feedback guidance

Marking is about celebrating success and achievement, even the smallest of steps. It is about providing learners with an accurate picture of where they are with 'What Learners Must Know and Not Forget' and against their Termly Targets and informing them of their next steps for success. We appreciate that some learners find it challenging to have their work annotated; in these cases, recording verbal feedback and pupil self-assessment strategies will be used.

Feedback annotations

These codes are progressive, and the codes used should be at the discretion of the teacher and appropriate to the stage of learning of the learner - tailored to their individual needs. The codes being used should ideally be displayed within a prominent place within the classroom (learning wall/display) and could also be added to the back of learners' books to support for them to refer to.

Code	Means
Sp plus underline	Spelling mistake
P	Punctuation error
G	Grammatical error e.g. 'should of' instead of 'should have'
C	Find the missing or misplaced capital letter
//	New paragraph here
✓✓	Exceptional point/use of language
Green Biro or Green Highlighter	Learners have applied skills and demonstrated the success criteria skills.
Pink Biro or Pink Highlighter	Areas for improvement are highlighted in pink – learners need to address these.
Purple Pen	Learners use this pen to correct and edit their work, after marking and feedback.

Codes used by practitioners, on the work of learners

VF	Verbal feedback given. This is important to note where pupils find highlighting and annotating their work, hard.
IW	Independent Work
CW	Copied Work
SW	Supported Work
R	Learner had barriers with recording their work – no work was recorded in their books. Staff may record what they did engage with and any learning that took place verbally/practically.

When scribing for learners, staff should indicate on work (using, for example, brackets) that has been annotated; they should sign their name and state that the work has been scribed and add the date of scribing. **This is a requirement for NCFE and other exam boards.**

Responding to marking

It is essential that learners have regular opportunities to respond to marking and feedback through correcting mistakes, re-drafting work and responding to any questions asked through dialogue marking. Where evidence is captured in 'Evidence for Learning', it is important that learners have opportunities to reflect upon and celebrate what is captured in their learning journeys.

Marking across the curriculum

Marking should be purposeful, proportionate and appropriate to the subject being taught. While high standards of literacy are encouraged across the curriculum, it is not expected that the correction of all spelling, punctuation and grammar is identified within writing outside of English. In subjects such as history, Science and Geography, teachers should prioritise feedback related to the subject learning objectives and success criteria. Literacy corrections may be highlighted where they impede on understanding or are a focus of the task. We do, however, expect that the learning and high standards developed in the Golden Thread will be encouraged to be transferred to all subjects. Teachers will be aware of individual learner targets; these are recorded on medium and short-term planning.

Any mathematical work that has been identified as correct/ exemplary will be highlighted in green. Any mathematical work that has been identified as incorrect/ needing further attention will be highlighted in pink - learners 'polish' in purple pen.