

Curriculum Policy


Policy Issues and Updates

Pages	Issue Number	Date
Whole Document – New	1	September 2023
Updated to match the updated in the curriculum.	2	September 2024
Whole Document Review	3	July 2025
Added advisory governors	4	November 2025

This Policy has been approved by the Senior leaders and Director.

The policy will be reviewed annually unless circumstances arise requiring an early review.

Approved: November 2025

Signature: 

Planned Review Date: July 2027

CHANCES MENTORING CURRICULUM POLICY

Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all students
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students spiritual, moral, social and cultural development
- Support student's physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all students
- Equip students with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support student's learning and progression, and enable them to work towards achieving their goals
- Develop student's independent learning skills and resilience, to equip them for further/higher education and employment

Chances Mentoring values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices

Legislation and guidance

It reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

Roles and responsibilities

The Director.

The Director will monitor the effectiveness of this policy and hold the head of Centre to account for its implementation. The Director will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEND)
- All courses provided for students that lead to qualifications, such as GCSEs, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements

- It participates actively in decision-making about the breadth and balance of the curriculum

Head of Centre

The head of Centre is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Director is involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Director is advised on whole-school targets in order to make informed decisions
- To oversee that proper provision is in place for students with different abilities and needs, including children with SEND

SEND Lead

The SEND Lead is responsible for ensuring that this policy is adhered to, and that:

- Proper provision is in place for students with different abilities and needs, including children with SEND
- All students can clearly access the curriculum on offer.
- The school's procedures for SEND meet all the legal requirements.
- A clear and impactful intervention programme is in place.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy

The advisory governing board

The advisory governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also make sure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN)
- All courses that the school provides for pupils below the age of 19 and that lead to qualifications, such as GCSEs and A-levels, have been approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Organisation and planning

Our overall aim for the students is to support them to re-engage with learning, broaden their outlook and help them see a future for themselves developing the character skills that will enable them to be successful.

We do this by;

Fostering personal development and social understanding. Chances offer a range of subjects following the BTEC and NVQ routes. We believe education supports personal growth: Mentoring, assemblies, careers, PSHCCE, SMSC, Mental wellbeing, Relationship and sex education and other emerging issues.

Sequencing of a wide range of knowledge, understanding and skills to aid learning. We believe in a rich broad and balanced provision offering: structured lessons daily, Academic and Vocational subjects, Cross curricular links, Cross cutting themes, catch up and intervention, reading and extended learning opportunities.

With this, Chance's provide a solid core of essential, ambitious, and fundamental knowledge supported by a broad and balanced offer of creative skills, life lessons and wider opportunities to help our students become more confident, resilient, and independent.

We pride ourselves on placing the individual student at the heart of what we do and believe in providing the most appropriate provision that best suits their individual needs. We work in partnership with parents and carers and schools to ensure that we create a tailored package of support to best meet the needs of young person at our provision so that all our learners:

- become confident individuals who are able to live a safe, healthy and fulfilling life.
- recognise core values of spiritual, moral, social, cultural, physical and mental development, and their contribution to healthy individual well-being.
- recognise the value of Education and continue further study at a post 16 provision.

At Chances we aim to provide a curriculum bringing our core beliefs to life.

Our aim is to inspire every young person to acquire the knowledge, skills and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential. Each subject curriculum has been designed to get the best personal and academic outcomes from the students, with topics specifically chosen to encourage motivation and foster enjoyment in learning.

Curriculum Implementation

Chance's curriculum is flexible, inclusive and offers continuity, coherence and progression to all. It aims to motivate and provide challenges for all young people whatever their ability and promote achievement for all so that 'we make a difference'.

The Provision offers:

Core Subjects	Vocational Subjects	Personal Development
English (GCSE) Maths (GCSE) Humanities, Science, Creative (through the thematic cross curricular curriculum) AQA units	Construction (Level 1) Hair and Beauty (ASDAN) (VTCT Level 1) Sport (BTEC Tech Award Level 1/2)	PSHE (Relationships, Sex and Health education) RSE Careers ASDAN (PDP and AoPE)

Chances offers a range of Academic and vocational courses which all year groups will be participating in.

All students are assessed on entry into chances to determine what would be more suitable for the student due to their history of education. A programme of interventions is also created from the entry tests into Chances.

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Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- students with low prior attainment
- students from disadvantaged backgrounds
- students with SEN
- students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study our subject, wherever possible, and ensure that there are no barriers to every student achieving. The SEND lead will take responsibility for overseeing this.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Monitoring arrangements

The Head of Centre will monitor the way their subject is taught throughout the school using a range of sources of evidence including:

- Book scrutinies

- Learning Walks
- Lesson Observations
- Student Voice activities

This policy will be reviewed every year by the Head of Centre. At every review, the policy will be shared with the Director.

Links with other policies

This policy links to the following policies and procedures:

Assessment policy

SEND policy