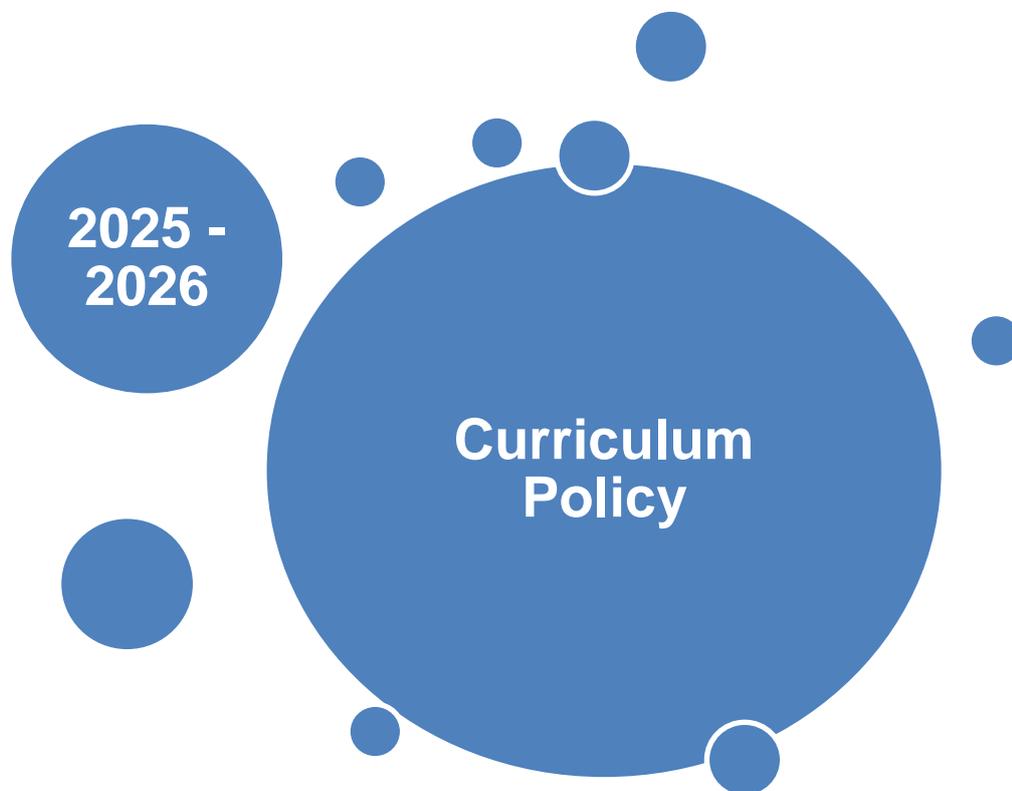


# The ContinU Plus Academy





# The ContinU Plus Academy

## Curriculum Policy



### Introduction

At the heart of our curriculum is a commitment to providing every pupil with a rich and balanced blend of academic achievement and personal development. We recognise that for children to become successful learners, they must first feel emotionally secure. A sense of safety and belonging is fundamental to effective learning, which is why we prioritise building strong, trusting relationships and promoting positive behaviour.

Our curriculum approach is carefully balanced—placing equal importance on emotional wellbeing and academic excellence. We maintain high expectations across all core and foundation subjects, ensuring that pupils are supported to close any learning gaps and reach, or exceed, national standards.

We follow the National Curriculum 2014 as our foundation, but tailor it to meet the unique and individual needs of every child. The school curriculum encompasses all learning experiences planned for pupils, with the National Curriculum forming a key component.

We make intentional use of time throughout the school day, week, term, and year to explore learning beyond the national curriculum framework. The National Curriculum offers a foundation of essential knowledge, which our teachers enrich through engaging and stimulating lessons that broaden pupils' knowledge, understanding, and skills as part of a wider, inclusive educational experience.

At the CPA the curriculum is structured around the individual needs of a highly diverse student base. Young people join us with specific areas of development requiring focus and support, often with a “switched off” attitude to all or part of mainstream education. Irrespective of length of stay, age or need all students will enter the CPA and receive a bespoke educational package, developing literacy/numeracy, raising attainment in core subjects and developing self-esteem, self-control and sociability. At the heart of the CPA ethos is the unshakable belief that all students can achieve and will go on to be productive, self-reliant and self-confident young adults. Positivity, flexibility and resilience underpin the manner in which our curriculum is delivered to our students by a team of highly skilled staff. Finding the path to success is at the heart of our educational philosophy.

Our curriculum is organised into three key stages and effective Careers, Education, Information, Advice and Guidance (CEIAG) enables smooth transition into 16-19 provision or employment for the students when leaving us at the end of Key Stage 4 and/or 5.

With a disengaged and vulnerable cohort of students, personalised learning, small groups and high staff to student ratios are essential. This is evidenced and reflected in the CPA curriculum offer.

## 1) Intent

**Context:** At the ContinU Plus Academy (CPA), our ambitious curriculum is designed to meet the diverse and often complex needs of marginalised, disaffected, and excluded young people. We deliver a flexible, structured curriculum that supports students both full-time and part-time—within the Academy, through outreach provision, and in partnership with local schools.

Our aim is to prepare each student for a positive and sustainable next step—whether that is reintegration into mainstream education, progression into further training, or moving into employment. We are committed to ensuring that every pupil leaves us with the skills, confidence, and qualifications they need to succeed, achieve and thrive in life.

Re-engaging some of the most disengaged learners requires a personalised and holistic approach. Our curriculum is built around developing both social and functional skills, delivered in a way that unlocks students' intrinsic motivation to learn. Each pupil receives a tailored programme that reflects their individual needs, aspirations, and starting points and is sequenced so they can access and build on knowledge and skills.

The Curriculum at the ContinU Plus Academy is the totality of the educational experience available to pupils when in our care.

The aim of the ContinU Plus Academy is to redress the balance of life chances and experiences open to our pupils after significant trauma and disaffection with education and wider society.

The school community believes in true equality of opportunity and celebration of diversity. We are firmly committed to a holistic and positive educational approach that allows our pupils to leave our school as happy and self-realised individuals.

We support students to take increasing responsibility for their own learning, behaviour, and personal development—enabling them to make informed, positive choices about their futures. Through access to accredited qualifications, meaningful learning experiences, and consistent pastoral support, students gain the tools to shape their own lives.

Central to our curriculum design is the belief that relationships matter. We understand that all behaviour is a form of communication, and this understanding informs our interactions, teaching strategies, and the structure of our learning environment. Strong, trusting relationships underpin everything we do, ensuring that our curriculum is not only academically purposeful but emotionally safe and supportive.

As a starting point for the delivery of this flexible and demanding curriculum the CPA staff will create a school that:

- provides a safe environment;
- provides a sense of partnership and belonging;
- provides someone to listen to them;
- provides space for risk taking and personal discovery;

- gives the students confidence;
- engenders trust and acceptance of them as they are;
- encourages them to explore and share feelings and hopes for the future;
- helps them empathise with the experience of others;
- recognises and explores the values they are living by.

### CPA Core Skills

**The core skills** which are embedded throughout our curriculum are for students to be: Numerate, Literate, Kind and Thoughtful, Brave and Resilient, Healthy, Economically Viable, Creative and Curious. These are underpinned by our **core values**: Respect, Attendance, Inclusion, Safety and Empowerment.



# CPA Core Skills

Our curriculum is designed to enable all students to be:

Literate	Numerate	Kind and Thoughtful	Brave and Resilient	Healthy	Economically Viable	Creative and Curious
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Understanding Questions</li> <li>• Key Words</li> <li>• Written answers</li> <li>• Think Pink</li> <li>• Literacy targets</li> <li>• Newspapers daily</li> <li>• Working from recipes</li> <li>• Karaoke</li> <li>• Pupil panels</li> <li>• Menus</li> <li>• RAISE sheets</li> <li>• Displays</li> <li>• Interventions</li> <li>• Library</li> <li>• CV writing</li> <li>• Form filling</li> <li>• Gaining a joy of reading</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy opportunities in lessons</li> <li>• Lesson planning</li> <li>• Skills days</li> <li>• Shopping trips</li> <li>• Diversity of qualifications</li> <li>• Recipes</li> <li>• Model making/lego</li> <li>• Budgeting for family/school shops</li> <li>• Rewards</li> <li>• Ratio's</li> <li>• Understanding and using timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Team building (OE)</li> <li>• Vertical tutors</li> <li>• Individual staff mentors</li> <li>• Open door</li> <li>• Positive regard</li> <li>• Rewards</li> <li>• SDQ</li> <li>• RAISE</li> <li>• Sitting together for meals</li> <li>• Tutor time</li> <li>• Whole school celebrations</li> <li>• Briefings</li> <li>• Staff availability</li> <li>• Free transport</li> <li>• School ethos</li> <li>• Early help offer</li> <li>• Cultural celebrations</li> <li>• Tutor time</li> <li>• Gifts and cakes</li> </ul>	<ul style="list-style-type: none"> <li>• Risk taking activities</li> <li>• Outdoor education</li> <li>• Bespoke timetables</li> <li>• Positive regard</li> <li>• ILP's</li> <li>• Individual targets</li> <li>• Buy in to rewards</li> <li>• Attendance</li> <li>• RAISE</li> <li>• Briefings</li> <li>• Risk assessments and trip leader training</li> <li>• Multi agency meetings</li> <li>• Parent days</li> <li>• Exam exposure</li> <li>• Supported opportunities to fail</li> <li>• Work experience</li> <li>• Open evenings</li> <li>• Pupil voice</li> <li>• School is seen as a safe environment</li> <li>• Applying for jobs/college places/apprentices hips</li> </ul>	<ul style="list-style-type: none"> <li>• Home cooked food at no additional cost</li> <li>• Food and nutrition lessons for qualification, fun and function</li> <li>• Outdoor Education</li> <li>• Global cuisine</li> <li>• Rewards trips</li> <li>• External agencies</li> <li>• Mental health focus</li> <li>• SDQ's</li> <li>• PE</li> <li>• Briefings</li> <li>• Safeguarding</li> <li>• Leavers get free lunches for life card</li> <li>• Family food drops</li> <li>• Student help button</li> <li>• Vaccinations</li> <li>• School nurse</li> <li>• CPOMS/Safeguarding</li> <li>• Mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for the Workplace</li> <li>• Compass reports</li> <li>• Exposure to the wider community, locally, national and internationally</li> <li>• Improving quantity and quality of qualifications</li> <li>• Stronger transitions</li> <li>• Working Lunch-staff and leavers</li> <li>• Rewards</li> <li>• Uniform</li> <li>• Hardship fund</li> <li>• Progress paths</li> <li>• Focus</li> <li>• Attendance</li> <li>• Laptops</li> <li>• Uniform</li> <li>• Working with our careers officer to ensure positive transitions</li> <li>• Being punctual</li> <li>• Channelling effort into appropriate areas (RAISE)</li> </ul>	<ul style="list-style-type: none"> <li>• Skills days</li> <li>• Problem solving</li> <li>• Art as core</li> <li>• Skills days</li> <li>• RAISE</li> <li>• Residential</li> <li>• School art work display</li> <li>• open door</li> <li>• Introduction of music</li> <li>• Visits</li> <li>• Drumming</li> <li>• Arts evening</li> <li>• Tutor time discussion</li> <li>• Travelling with us</li> <li>• Developing a positive and engaging sense of humour with staff and Peers (SDQ/RAISE)</li> </ul>

## 2) Implementation

### Referrals

The CPA is set up to integrate new pupils during termly referral windows. Dual registered pupils will only start a placement in September, January and April/May and these pupils come straight onto the main site following an induction period. Pupils who are permanently excluded from other schools in Worcestershire may start at any point in accordance with the CPA's contract with the Local authority. Reintegration is not always appropriate and long-term placements are agreed with home schools after an agreed length of referral. Pupils remain dual-registered during this time. Re-integration is discussed, where appropriate, at half termly assessment and monitoring meetings and pupils have been given a 're-integration rating'. The rationale for this rating is that some pupils are doing especially well at the CPA but would struggle immensely back in a mainstream environment. Equally, other pupils have made huge improvements over the length of their placement and may be wanting and ready to reintegrate.

Admissions are made at the start of each term and students are given a set curriculum to follow according to their needs. Pupils are placed in carefully chosen tutor groups according to their needs where they are often mentored by older pupils as well as staff.

### Qualifications and Subjects

All subjects have a short, mid and long term plan in place. All our core subjects follow the National Curriculum with the intent of supporting students with reintegration or next steps. In addition we aim to provide students in all years with access to tangible qualifications to support their progression.

Core Subject	Qualifications at KS3	Qualifications at KS4
English	<ul style="list-style-type: none"><li>Entry Level Certificate – "Step up to English"</li></ul>	<ul style="list-style-type: none"><li>Entry Level</li><li>NCFE Level 1 and Level 2</li><li>GCSE English Language</li></ul>
Maths	<ul style="list-style-type: none"><li>Entry Level Certificate</li><li>NCFE Level 1</li></ul>	<ul style="list-style-type: none"><li>Entry Level</li><li>NCFE Level 1 and Level 2</li><li>GCSE Maths</li></ul>
Science	<ul style="list-style-type: none"><li>AIM Entry Level</li></ul>	<ul style="list-style-type: none"><li>AIM Level 1 and Level 2</li><li>GCSE Biology</li></ul>
Art	<ul style="list-style-type: none"><li>National Curriculum</li></ul>	<ul style="list-style-type: none"><li>Arts Award – Bronze, Silver or Gold</li><li>GCSE Art</li></ul>

Students at KS4 take 3 option subjects alongside their core lessons as well as PSHE and PE. In addition we aim to provide students with opportunities to achieve additional qualifications in wellbeing towards the end of Year 11. Our options process ensures students have the freedom to pick subjects they prefer to study – we don't place students on restrictive pathways and offer students the option to try subjects first before committing to them. The following are the options we have available to students at the start of Year 10. These subjects can and do change each year depending on the needs of the cohort.

Option Subjects at KS4	Qualification
Food	BTEC L2
Child Development	L2
Digital Skills	L2
PE	GCSE
History	Entry Level / GCSE
Health & Social Care	L2
Drama	GCSE
Media	L2
Business	GCSE
Religious Studies	GCSE
Music	GCSE
Chemistry	GCSE

Innovative courses are constantly being developed or refined to reflect the needs of the students, national initiatives and the needs of the local community. The CPA continues to attract attention nationally and all members of the SLT have participated in external QA and support/training for other schools.

Members of the SLT have spoken at National events including AP conferences in London and Liverpool since 2016. The CPA hosted this event in June 2019.

The ContinU Plus Academy has strong links with the trust schools and has an ever-widening sphere of referral with schools from further afield referring and achieving successful outcomes. The CPA offers behavioural support and mentoring in those schools to support reintegration and inclusion should pupils be in a position to return to mainstream education.

An extensive SMSC (spiritual, moral, social and cultural) curriculum programme, academic tutoring and activity days provide support, advice and learning in staying healthy and safe. Personal development, citizenship, careers and mental health and wellbeing lessons support this along with weekly assemblies.

There is an enrichment and extra-curricular programme including: Art, Music, Cooking, sports, trips, visits and community based projects

Our 6<sup>th</sup> Form was set up in September 2017 to support our most vulnerable learners for up to one Academic year following the successful completion of Key Stage 4. Our priority with these pupils is to upgrade their qualifications (English and maths), provide them with additional qualifications and provide sufficient careers/destinations IAG to allow progression to College, apprenticeships or employment post 17.

## Support

All pupils may benefit from:

- Bespoke learning journeys including Curriculum subjects, interventions, support packages and skills, knowledge and understanding based
- Early entry examinations at Entry Level and Level 1/2 if appropriate;
- The opportunity to experience 'Learning outside the classroom' with one day per week of Outdoor Education;
- Extra provision after school mentoring/tutoring and enrichment;
- Annual residential trips (domestic)
- Consideration of reintegration and cooperation with home schools and parents
- Intervention Strategies to ensure success for our more vulnerable students:
- All students have an individual learner profile;
- All students will join the CPA with a completed Progress Passport;
- 1 to 1 support will be available for a variety of academic and therapeutic support;
- Reduced timetable and consolidation of subjects. For example some students will be withdrawn from subjects that they were seriously underperforming in and more time allocated to those that would be beneficial. This is always done in consultation with student and parents/carers;
- Students are withdrawn from lessons for additional literacy and numeracy work with the SENCO (Special Educational Needs Co-ordinator) team;
- School nurse support;
- Drugs counselling;
- E-safety;
- Educational psychologist (SDQ scores used to determine suitability and need)

**EXAMPLE: Key Stage 3 Curriculum Offer**

Core	EBacc Subjects	Others
English – 3 hours	RE – 1 hour	Outdoor Education – 4 hours
Maths – 3 hours	Food Technology – 1 hour	Enrichment
Science – 3 hours	Music/ICT – 1 hour	
Art – 2 hours		

*There is a substantial time commitment to ‘Learning outside the Classroom’ (LOTC), with a day a week timetabled for students to take part in Outdoor Education sessions aimed at building resilience, teamwork and communication skills amongst others.*

**Example Timetable across 1 day**

		1		2		3		4	
		9:25-10:35		10:50-12:00		12:10-13:20		13:40-15:50	
KS3 1	Tutor	Maths 67	Break	Art 23	Break	ICT 64	Break	Music 65	Tutor
KS3 2		Outdoor Ed		Outdoor Ed		Outdoor Ed		Outdoor Ed	
KS3 3		Food 26		Science 25		Humanities 71		English 34	

**EXAMPLE: Key Stage 4 Curriculum Offer**

Core	Option Subjects (x3)	Other Subjects
English – 3 hours	RE – 2 hours	Outdoor Education – 4 hours
Maths – 3 hours	Food Technology – 2 hours	Enrichment – 1 hour
Science – 3 hours	Physical Education – 2 hours	
Art – 2 hours	Child Development – 2 hours	
PSHE – 1 hour	Music – 2 hours	
	Drama – 2 hours	
	Health and Social – 2 hours	
	Business / Digital Skills – 2 hours	

**Example Timetable across 1 day**

		1		2		3		4	
		9:10-10:20		10:35-11:45		12:15-13:25		13:35-14:45	
10.1	<b>Tutor</b>	Maths 67	<b>Break</b>	Art 24	<b>Lunch</b>	Science 25	<b>Break</b>	English 70	<b>Tutor</b>
10.2		Science 25		English 70		Maths 67		Art 24	
10.3		Art 24		Science 25		English 70		Maths 67	
11.1		Food 26		Food 26		PE 23/GYM		PE 23/GYM	
11.2		Music 65		Music 65		Drama 66		Drama 66	
11.3		Outdoor Ed		Outdoor Ed		Outdoor Ed		Outdoor Ed	

**EXAMPLE: Key Stage 5 Curriculum Offer**

<b>Core</b>	<b>Options</b>	<b>Other Options</b>
English – 3 hours	Food Technology – 4 hours	Work Experience – 4 hours
Maths – 3 hours		Enrichment – 1 hour
Arts Award – 3 hours		

**Example Timetable across 1 day**

	<b>Tutor</b>	<b>1</b>	<b>Break</b>	<b>2</b>	<b>Lunch</b>	<b>3</b>	<b>Break</b>	<b>4</b>	<b>Tutor</b>
		<b>9:10-10:20</b>		<b>10:35-11:45</b>		<b>11:55-13:05</b>		<b>13:35-14:45</b>	
<b>12.1</b>		<b>Maths</b> 67		<b>Food</b> 26		<b>Food</b> 26		<b>English</b> 34	

### 3) Impact

The ultimate measure of the impact of our curriculum is that students leave ContinU Plus Academy as happy, healthy, and productive individuals—well-prepared to contribute positively to society and equipped to access their next steps in education, training, or employment.

#### Destinations

Throughout their time at CPA, we actively support students in exploring and preparing for their future pathways. This includes:

- Regular communication with referring schools to identify opportunities for students to return to mainstream education.
- Close collaboration with local further education colleges, including organising site visits and introductions to prospective courses.
- Engagement with work-based learning providers through open days, site visits, and meetings with current apprentices and Foundation Learning students.
- Visits to employers' workplaces to expose students to various job roles, sectors, and real-world work environments.
- Provision of short-term, supervised work placements with carefully vetted employers.

Our strong track record is demonstrated by the fact that 100% of Year 11 leavers secure positive destinations beyond age 16, reflecting the increasing 'learning currency' students accumulate through accredited qualifications.

#### Progress Monitoring

We evaluate the effectiveness of our curriculum through careful monitoring of student progress, attendance, and behaviour. Our processes include:

- Completion of a **Progress Passport** for every student prior to admission, developed in partnership with their home school.
- Maintenance of **Individual Learning Plans (ILPs)** that record all support and interventions throughout a student's time at CPA.
- **Baseline assessments** at entry, including **SNAP, WRAT, and SDQ** tests, to establish starting points and **flight paths** are used to set aspirational target grades for each course.
- Daily staff briefings focused on pastoral concerns, enabling immediate support and interventions.
- Half-termly formal reviews by Senior and Extended Leadership Teams during **War Cabinet** meetings analyse a wide range of data—attainment scores, predicted progress, behaviour, attendance, and wellbeing measures—and result in updated ILPs and Focus Sheets, which are shared with referring schools, Local Authority, parents and students at **Assessment and Monitoring** meetings.
- Consistent communication with parents and carers regarding curriculum developments through letters, personal contact, and dedicated Parent Days held three times per year.
- Reviews of qualification achievements and outcomes as key indicators of student progress and success are held yearly and any required adjustments to boards and qualifications are made.

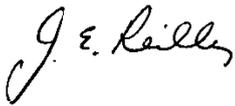
Through this comprehensive approach, we ensure our curriculum not only meets the academic needs of our students but also supports their holistic development and future readiness.

A copy of the Curriculum Policy is published in its entirety on the CPA's website ([www.continuplus.org.uk](http://www.continuplus.org.uk)).

**Date Policy Created:** September 2021  
**Member of Staff Responsible:** Adam Thompson (Deputy Headteacher)  
**Review Date:** January 2027

Signed:   
(Staff member responsible)

Signed:   
(Headteacher)

Signed:   
(Chair of Governors)