



RESPECT. RESILIENCE. INTEGRITY.

Curriculum Policy

FINAL APPROVAL

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NEXT DOCUMENT REVIEW

July 2027

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Confirmed by	Krystian Liptrot, Chair of the proprietor board, for Life Changing Education Ltd
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Applies to	All pupils aged 11-16 and staff delivering or assuring the curriculum, including approved off-site arrangements. Proposed school site: Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB.

LCE ACADEMY

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Rationale vision and scope

The confirmed opening qualification offer is AQA Unit Award Scheme; TQUK Functional Skills English and mathematics at Entry Levels 1, 2 and 3 and Levels 1 and 2; AQA GCSE English Language 8700; and AQA GCSE English Literature 8702 where appropriate. Lindsey Drews holds the Academy's route and entry records and checks current specifications, assessment arrangements, guided learning and each pupil's programme. Additional subject qualifications are considered through the same feasibility process and are not part of the confirmed opening offer.

LCE Academy provides full-time education for pupils aged 11-16 with social, emotional and mental health needs, communication needs and other special educational needs, including pupils with education, health and care plans. Many pupils may have experienced disrupted education, exclusion, trauma, low attendance or repeated academic failure. The curriculum combines high expectations with the teaching, regulation, communication and therapeutic support required for pupils to participate and progress.

Chronological age protects each pupil's entitlement to an age-respectful secondary curriculum. Assessment identifies the prerequisite knowledge, communication access, adaptations and intervention needed to make that entitlement achievable. 'Stage not age' does not mean an infant curriculum or a permanently reduced pathway.

- The curriculum is broad and balanced across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative learning.
- Communication needs are considered alongside SEMH needs when planning teaching, behaviour responses, relationships, assessment and support.

English as an additional language (EAL) is assessed separately from SEND and from subject attainment. Staff establish proficiency in listening, speaking, reading and writing, consider prior education and literacy in other languages, and use an interpreter or translated information where needed. Teachers pre-teach essential vocabulary, chunk and model language, use visuals and structured talk, check understanding and offer accessible ways to respond while retaining the intended subject ambition. The in-house SaLT practitioner strengthens universal communication-friendly practice and contributes where evidence indicates speech, language and communication need; EAL alone is not treated as SEND. English proficiency and subject knowledge are reviewed separately.

- It remains ambitious from each starting point, including pre-key-stage and Key Stage 1 attainment where present.
- Learning is sequenced from foundational knowledge towards practical competence, recognised units, Functional Skills, GCSE and progression beyond school, according to each pupil's assessed route.
- Teaching develops communication, regulation, independence, employability and safe participation alongside qualifications.
- Leaders review the curriculum using evidence of what pupils know, retain, apply and can do increasingly independently.

2 Curriculum intent

- Re-engage pupils through predictable routines, strong relationships, accessible explanations and meaningful success.
- Secure reading, writing, spoken language and mathematical foundations while maintaining a secondary-age entitlement.
- Teach knowledge and skills systematically across all required curriculum areas.
- Develop resilience, integrity, respect, emotional regulation and positive relationships without lowering safety or conduct expectations.
- Prepare each pupil for education, employment, training, supported pathways and adult life through impartial careers guidance and authentic practical experience.
- Keep more ambitious routes open unless moderated evidence shows that a different route is currently more appropriate.

3 Curriculum organisation and the school day

Teaching groups contain no more than six pupils. Every pupil receives English and mathematics every school day, normally as Lessons 1 and 2 with the pupil's form tutor or named group lead. The Academy opens from 08:30 for optional supervised arrival, breakfast, reading, mentoring and regulation; the compulsory school day and morning register begin at 09:30. The 14:00–15:30 extended curriculum is compulsory on Monday, Tuesday and Thursday unless an individual variation is formally agreed with the commissioning local authority; Wednesday and Friday finish at 14:00. The compulsory week is 27 hours including supervised breaks and lunch and contains 22 hours of planned learning: 2.5 hours of form/ personal development, 15 hours of core lessons, including personalised provision and 4.5 hours of extended curriculum. The optional 08:30–09:30 provision is not counted as compulsory attendance or curriculum time.

Every pupil receives five additional protected 30-minute wider-English sessions in the compulsory extended blocks alongside daily core English. Pupils requiring Read Write Inc. Fresh Start receive the assessed daily programme at 10:00–10:30 and retain the wider-English sequence. Those sessions teach spoken language, literature, comprehension, vocabulary and composition. Document 29 and the deployment workbook identify the Monday and Tuesday slots, group anchors, qualified cover and room controls; optional early arrival does not provide compulsory entitlement.

Time	Provision
08:30-09:30	Optional supervised arrival, breakfast, reading, mentoring and regulation; not counted as compulsory attendance or curriculum time
09:30-10:00	Form time, registration and personal development
10:00-10:30	Lesson 1 - English
10:30-10:35	Movement/changeover

Time	Provision
10:35-11:05	Lesson 2 - Mathematics
11:05-11:30	Break
11:30-12:00	Lesson 3
12:00-12:05	Movement/changeover
12:05-12:35	Lesson 4
12:35-13:00	Lunch
13:00-13:30	Lesson 5
13:30-14:00	Lesson 6
14:00-15:30	Monday 14:00–15:30 and Tuesday 14:00–15:00 protect wider English. Tuesday 15:00–15:30 and Thursday 14:00–15:30 provide subject extension, therapy, careers and individual provision. Wednesday and Friday finish at 14:00.

Area	Periods	Delivery rule
English	5	Daily reading, writing, spoken language and subject literacy
Mathematics	5	Daily conceptual, fluent, reasoned and applied mathematics
Science	4	Biology, chemistry, physics and scientific enquiry
Humanities including RE/citizenship	4	Integrated delivery with history, geography, RE and citizenship identifiable
Computing and digital literacy	2	Computing knowledge, digital application and online safety
Physical education	2	On-site activity and risk-assessed educational visits
Creative arts	2	One art/design period and one music period
PSHE/RSHE/careers	2	Statutory personal development and progressive careers learning
Individual provision	4	Assessment-led, time-limited and reviewed
Total	30	Six lessons per day

Teaching time and curriculum delivery

Available learning time. The 30 core half-hour periods total 15 hours, including 2 hours of personalised intervention/therapy/applied learning. English and mathematics have 150 core minutes each; science and shared humanities 120 each; computing, PE and combined PSHE/RSHE/careers 60 each; Art and Design and Music 30 each. Form/personal development adds 150 minutes and the compulsory extended curriculum 270 minutes, making 22 planned learning hours. Breaks, lunch and optional early arrival do not add subject-teaching capacity.

Protected English and remaining extension. Every pupil receives 150 additional wider-English minutes: Monday 14:00–15:30 and Tuesday 14:00–15:00. This gives 300 English minutes across core and extended teaching. The remaining extended allocation is 120 minutes: Tuesday 15:00–15:30 and Thursday 14:00–15:30. Subject extension, careers, practical projects and any individual provision using this time have named bookings; they cannot each assume the whole balance. Fresh Start retains assessed daily programme teaching in core English and access to the wider sequence.

Costed subject plans. Documents 18–25 identify the core lesson numbers and cycle budgets, essential knowledge, practice, assessment and reteaching. Humanities disciplines share one allocation; Art and Design and Music retain their separate weekly lessons; PSHE/RSHE/careers share one coordinated programme. Teachers distinguish overview, depth, prerequisite teaching and extension while retaining the year's progression. Actual calendar losses and Year 11 examination dates change the lesson schedule and recorded recovery plan.

Personalised provision and transfer. The nominal personalised core window is four half-hours weekly. Each pupil's provision records assessed need/EHCP requirements, outcome, frequency, duration, competent delivery adult, group size, review and transfer to ordinary learning. Required provision determines the allocation. Direct intervention is distinguished from advice, staff coaching and preparation. Additional slots are identified where needed; the same subject is not repeatedly lost and any displaced knowledge has a named recovery lesson. Specialist capacity is checked against actual direct and indirect commitments.

Longer lessons and route feasibility. The published group grid remains the baseline. Longer science, computing, PE, source-work or studio blocks are scheduled only after pupil, staff, room and venue checks; weekly Art and Music and daily core English/mathematics remain protected. Every qualification programme records remaining content, taught and independent practice, assessment, resources, specialist competence and sufficient protected time before entry. Shared teaching is counted once in the pupil total. Existing approval and growth controls continue.

Leadership review. David Jeal checks subject depth, lesson/resource readiness and annual coverage; Lindsey Drews checks access, assessment, intervention dose and the whole pupil programme; Kathryn McAuley checks actual staffing, release, room deployment and absence cover with the relevant leads. The team rehearses representative Fresh Start/high-support, foundational catch-up and KS4 programmes. Weekly delivery checks record missed learning and recovery; six-week reviews change the teaching response where learning remains fragile.

4 Flexible pathways without fixed ceilings

The three responses may operate together and vary by subject or strand. Teachers record subject attainment and qualification decisions separately. Every response supports ambitious learning from the pupil's assessed starting point. A pupil studying GCSE content may need intensive Belonging support; a pupil securing earlier prerequisites may demonstrate strong agency, independent application and contribution. Earlier prerequisite teaching retains an age-respectful subject goal and is reviewed through the six-week cycle.

Curriculum response	Primary purpose	Teaching and evidence examples
Belonging	Safety, trust, connection, communication and access.	Predictable routines, trusted adults and communication/ access adjustments; access evidence alongside separately assessed subject learning.
Mattering	Voice, agency, identity, purpose and contribution.	Pupil choice, meaningful roles, feedback, self-advocacy and contribution; work and pupil voice show impact.
Progression	Increasing knowledge, independence, application and preparation for next steps.	Explicit subject teaching, retrieval, practice and transfer; independent evidence informs the next learning or destination step at any level.

5 Subject delivery

Area	Delivery	Leadership/control
English	All anchor teachers, with specialist teaching where needed	Lindsey Drews leads English and assessment; Andy Muzyka leads literacy, phonics, reading, writing and staff development
Mathematics	All form tutors/group leads	Sam Gray and Andy Muzyka lead planning, diagnostic use and moderation
Science	Anchor teachers using the controlled science framework	Lee Ashworth leads planning, resources and subject coaching; classroom enquiry follows activity-specific room, equipment, competence and safety controls
Humanities	Anchor teachers with specialist input	George Newsome and Cole Drews protect identifiable history, geography, RE and citizenship
Computing	Anchor teachers; computer access for every pupil	Will Wystawnoha leads computing knowledge, digital literacy, online safety and staff support
Art and design	David Jeal	Specialist planning, direct teaching/coaching and portfolio moderation

Area	Delivery	Leadership/control
Music	Sam Flanagan	Specialist planning, direct teaching/coaching and performance/production evidence
Physical education	Anchor teachers with specialist input	Alisha Pitt, Joe Boylan and Will Wystawnoha lead movement foundations, safe activity and approved visits
PSHE/RSHE	Anchor teachers using the controlled plan	Lindsey Drews leads RSHE with Liv Williams and DSL safeguarding input
Careers	Across Years 7-11	Sam Flanagan leads encounters, placements when ready, guidance and destinations

5 1 Personal Development RSHE Careers and Safeguarding

Every pupil receives an age-appropriate PSHE and RSHE entitlement regardless of access pathway. The sequence covers healthy and respectful relationships, consent, online safety, exploitation, mental and physical health, citizenship, equality, fundamental British values and resilience to extremist narratives. Content is adapted for developmental, communication, SEND and SEMH needs without removing entitlement or ambition, and safeguarding disclosures follow the immediate DSL route and are recorded on CPOMS after protective action.

The Academy provides the RSHE curriculum and policy, consults parents when reviewing them, and tells parents in advance what will be taught. The Headteacher discusses any request to withdraw a pupil from the sex-education elements that are not statutory science or relationships/health education, applies the lawful process, records the decision and arranges purposeful alternative education. Learning will be assessed and gaps revisited.

Impartial careers education and guidance is progressive from Year 7 to Year 11 and is led by Sam Flanagan. It includes personal guidance at significant transition points, encounters with further and higher education and training providers, curriculum-linked labour-market information, employer encounters, workplace experience when risk-assessed and appropriate, employability skills and a recorded destination plan. The Academy uses the Gatsby Benchmarks as an improvement framework, adapts access for SEND and avoids steering pupils by disability, background or current attainment.

6 Assessment changes teaching

The operational assessment system uses purchased resources and Arbor as the trackable record, with three scheduled whole-school reviews each academic year and earlier six-week decisions where required.

1. Gather prior evidence, pupil and parent voice, EHCP outcomes, access information and representative subject work.
2. Complete valid baseline screening and targeted diagnostic assessment during the first 10 school days after admission.
3. Identify the earliest insecure prerequisite, communication or regulation barrier blocking the intended learning.

4. Record the specific change to explanation, task, resource, grouping, practice, intervention or adult support.
5. Review through live formative assessment, a six-week response check and termly moderated evidence in Arbor.
6. Continue, fade, intensify or change provision according to retention, transfer, independence and pupil voice.

Domain	Evidence/tools	Decision rule
Reading	NGRT; YARC Secondary; NGST; Read Write Inc. Fresh Start assessment and placement pathway	Phonics is used only when diagnostic evidence shows insecure word reading/spelling; previous ineffective phonics is not repeated unchanged
Mathematics	AQA Stride Maths; LCE Foundation Mathematics Diagnostic Interview NCETM ready to progress materials	Use foundation interview where an on-screen KS3/GCSE diagnostic would not yet yield valid teaching information
SEMH	Boxall Profile for Young People	Complete after settling; use with observation and pupil voice; normally review termly
Communication	Helen Potts provides SaLT-led communication assessment and universal communication practice within the verified deployment. Clinical assessment and intervention follow professional competence and publisher requirements; individual provision is recorded in the pupil plan.	Lindsey Drews maintains the verified direct/indirect SaLT hours, individual commitments, staff-development allocation and review arrangements. EAL is assessed separately from SEND.
Therapy	CBT, SaLT and Educational Psychology	Assessment-led, professionally governed and linked to curriculum access within the pupil's verified provision.

Andy Muzyka is responsible for programme-specific whole-staff phonics training and supervised practice. Competence is assured through planning review, observation, pupil work and intervention records; attendance alone is not treated as evidence of competence.

7 Staffing phased growth and accountability

The opening model is phased. Up to 48 pupils are taught in eight groups of no more than six by eight qualified anchor teachers: Andy Muzyka, Amanda Blizzard Gray, Steph Liptrot, Cole Drews, Lee Ashworth, Sam Flanagan, Alisha Pitt and Will Wystawnoha. George Newsome and Joe Boylan provide qualified specialist teaching and relief; Sam Gray, David Jeal and Lindsey Drews are additional to ordinary group

coverage. The maximum-capacity model provides 18 group-accountable qualified teachers plus three SLT, 18 non-teaching support staff and specialist SaLT, CBT, educational psychology and occupational therapy provision recorded at the relevant growth stage. Growth above 48 is not permitted until the relevant staffing, competence, rooming, finance, safeguarding, welfare, fire and timetable gate has been approved.

Where a support colleague leads planned learning, the Headteacher records competence and suitability, a named teacher plans and assesses the curriculum, and supervision and quality assurance are explicit. Safeguarding, clinical, administrative and premises roles are not counted as routine classroom capacity where duties conflict.

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Accreditation age 16 outcomes and employability

- AQA Unit Award Scheme for meaningful small-step recognition and evidence of practical or academic achievement.
- TQUK Functional Skills at Entry Levels 1–3 and Levels 1 and 2 in English and mathematics where this is the appropriate assessed route.
- AQA GCSE English Language and English Literature where appropriate, through the confirmed route and an individually feasible pupil programme.
- AQA Unit Award Scheme recognises specific taught achievements and preserves broad curriculum progression.
- Work-related learning and placements only when individually appropriate, risk assessed and supported.
- Age-16 outcomes include communication, teamwork, reliability, self-management, initiative, problem-solving, practical competence, destination readiness and qualifications at the highest appropriate level.

No qualification is promised merely because it appears in a policy. The exact specification, centre route, staffing, resources, guided learning, assessment arrangements and pupil need must pass the qualification feasibility check.

9

Educational visits external facilities and alternative provision

The Soccer Factory, Hyde facility, salons, external gyms and other locations are not LCE Academy school sites. They may be used only as risk-assessed educational visits or, where separately commissioned, as alternative provision subject to due diligence, safeguarding, supervision, curriculum purpose, attendance, progress and quality assurance. Off-site activity does not reduce the school's responsibility for curriculum entitlement or pupil welfare.

Leadership quality assurance and review

Function	Lead	Accountability
Headteacher	Sam Gray	Strategic accountability, implementation, staffing and standards
Curriculum Lead	David Jeal	Curriculum coherence, timetable, subject planning and art/design
Assessment Lead/SEND CO	Lindsey Drews	Baseline, ICPs, intervention decisions, SEND and moderation
Literacy/phonics/ numeracy	Andy Muzyka	Diagnostics, programme fidelity, training and classroom transfer
Curriculum QA	Rob McGinty	Second-line executive sampling, challenge and action closure within the organisation; external review is identified separately when commissioned
Legal proprietor and Chair	Life Changing Education Ltd; Krystian Liptrot, Chair of the proprietor board and company	Legal accountability, resources and approval

- Weekly operational review during opening and growth.
- Six-week pupil-level assess-plan-teach-review decisions.
- Termly moderated subject progress, qualification and destination review; six-week teaching-response and intervention decisions.
- Learning walks, planning/work sampling, moderation, pupil voice and staff coaching.
- The next scheduled policy review is July 2027, with an earlier review after statutory or material operational change. Implementation is monitored termly.



Authoritative sources and operating references

- DfE independent-school application guidance and checklist: [DfE guidance](#)
- DfE: Independent school standards guidance, April 2026.
- DfE: Keeping children safe in education 2026.
- AQA Stride Maths diagnostic assessment: [AQA specification](#)



Implementation assurance

Confirmed opening offer and planned development

- At opening, the guaranteed taught offer is daily English and mathematics; science through subject knowledge, risk-assessed classroom observation, measurement and low-risk enquiry, supported by modelling, simulation, secondary data and teacher demonstration; humanities including RE and citizenship; computing and digital literacy; physical education beginning with movement foundations; art/design led by David Jeal; music led by Sam Flanagan; PSHE/RSHE; careers led by Sam Flanagan; and personalised communication, regulation, therapeutic and employability provision.
- The wider qualification and enrichment menu remains an ambition, not an opening promise. A course is added only after pupil need, competent staffing, resources, premises, awarding-body/centre approval and timetable capacity are verified.
- The selected assessment resources follow the controlled pathway in document 26. Lindsey Drews maintains licences, editions, age-validity and professional-administration checks; Kathryn maintains individual competence and secure system records. Helen Potts supports communication assessment and intervention within her verified specialist deployment. Three scheduled whole-school progress reviews are supplemented by six-week intervention reviews and immediate formative adjustment.

Fresh Start competence, external training in deescalation and positive handling, and staff training on CPOMS and Arbor are complete. Smoothwall is configured, live and tested. Kathryn McAuley holds the competence, training and system records and maintains current authorisations, access, renewal and review arrangements.