



Positive Progress Tuition

## Curriculum Policy

Margaret Rude - CEO

Lisa Heron – Head of Provision

Dr Elena Colangelo – Compliance Officer

Review date	Changes made	Reviewed by	Information shared
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Positive Progress Tuition  
41A Mill Lane  
West Derby  
Liverpool  
L12 7HZ

T: 0151 226 2749  
M: 07804 880811  
E: [admin@positive-progress.co.uk](mailto:admin@positive-progress.co.uk)

## 1. Mission Statement

Our mission is to provide all students with a unique and bespoke learning journey that develops their personal, social, emotional and academic skills to enable them to unlock their true potential and lead meaningful, happy lives.

## 2. Rationale and Philosophy for Learning

The philosophy for learning at Positive Progress is about looking at the development of the whole child. This not only requires a focus on their education, but also on their well-being. We work together with parents, carers and services to nourish the child's mental health and to promote the development of a student's unique pathway.

There is an indisputable cross-over between behaviour management and SEND support. Indeed, we believe in creating a bespoke program for each student. Such programs consider any SEND needs, any required behavioural support, a curriculum appropriate to the student's stage of development and, of course, the student's interests.

The comprehensive support for all students is achieved by working as a team. Our robust referral policy and array of expertise mean that we assess an application as a team, and we agree, as a team, as to whether we can meet the needs of the student. Moreover, the Pastoral team all have tutoring or teaching assistant roles. Thus, any adjustment required to a student's bespoke program can be swiftly and effectively addressed.

We aim to provide a supportive, stimulating, secure and supportive environment where children and young people are encouraged to express themselves and where their contributions are valued. We will provide for the development of basic skills of pupils and will develop their ability to think, explore, recognise and communicate their ideas while supporting their Social, Emotional and Mental Health needs. We will at the same time consider how we support literacy and numeracy difficulties when planning, so that we can provide access to learning experiences across the individual program that are matched to ability and interest, whatever the level of the pupil.

## 3. Pupils

Our pupils, boys and girls aged between 11 and 18, come from a variety of areas across Merseyside and at times from other boroughs within the UK. They enter Positive Progress by referral from their school or supporting Local Authority. Generally, they will have experienced interruptions in their educational history or will have rejected the concept of 'school' in some cases violently - assaulting other peers and adults or damaging property (**see Admissions and Induction policy**).

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Many will therefore be operating at a level well below their peers of comparable age in mainstream settings and a high proportion will have either Statements of Special Educational Need (SEN) or Education, Health and Care Plans (EHC Plans) that include behavioural (SEMH) considerations. A number may have diagnosed medical or mental health needs because of adverse childhood experiences (ACEs) earlier in their lives which will have a bearing on their curriculum offer.

Those pupils without SEN statements or EHC Plans present similar problems but for a variety of reasons have not been through the required process. Common reasons for these pupils 'slipping the net' are repeated family moves, a succession of permanent exclusions, long periods of absence, time spent in custody and lack of educational knowledge on the part of carers and organisations.

#### **4. Core Curriculum**

All students are baseline assessed as part of our induction process. We work in line with the National Curriculum, but we work based on 'stage not age' to develop each individual student.

We liaise with the referring school or Local Authority to gain the most recent data, target and pathway for learning. This includes the relevant exam boards and topics that will be examined at GCSE.

All students will have the opportunity to sit GCSEs through their school, but some may follow a parallel Functional Skills pathway in maths and English working through the levels. This supports their maths and English but boosts confidence as they pass their respective entry levels; entries are through Positive Progress, with NCFE exam board.

At KS3, this will be based around the English National Curriculum and tasks will be differentiated or scaffolded for the individual learner.

At KS4, students will follow GCSE core subjects; where students are not yet ready for GCSEs, they will initially do functional skills to develop confidence and skills.

#### **5. The induction process includes:**

- All About Me booklet
- Learning pathway/timetable
- Signing a behaviour contract
- Reading age test (this is informative and supports access requirements)

- Piece of transactional writing (an open task to assess the level they are writing at, plus SPAG support requirements)
- Functional skills level assessor paper English and maths
- Maths GCSE foundation or end of KS3 paper depending on target

Students then follow a bespoke program to suit their level with set targets and an individual education plan (IEP) to support development.

## **6. KS3 Curriculum**

- English writing and reading comprehension\*
- Spelling and grammar development
- Maths all topics\*
- Science
- Art
- Cooking and food hygiene
- PSHE and Personal Development
- Digital technology skills
- Strategic board games and social activities

\*Maths and English are studied for one hour each day. Year 9 students may be entered for Functional Skills Maths and English Entry 1-3 if appropriate to their ability.

## **7. KS4 Curriculum**

Students follow a bespoke program created to suit their level with set targets via an IEP to support development. GCSEs will follow the respective exam board specifications. Functional Skills will be via NCFE, and entries are made by Positive Progress.

Maths and English are studied for one hour each day. Science one hour 3 to 5 times per week depending on student's level and how many hours they attend.

- GCSE English language/Functional skills
- GCSE English literature (if requested by school)
- Spelling and grammar development
- Maths GCSE/Functional skills

- GCSE Science
- PSHE

## **8. Vocational Subjects**

- Art and Design NCFE level 1 or 2 art certificate
- NCFE Digital technology Functional skills Entry 3-Level 1 or 2
- NCFE Occupational Skills Program Entry level 3 with a view to do offer level 1: Food technology/Hospitality and Catering, How the body works (nutrition), Personal finance skills

## **9. Personal Development, Enrichment and Well-being**

While coherent, planned programs are in operation within the curriculum throughout Years 7 – 11, we recognise that successful personal and social development depends not only on a planned series of lessons, but also upon a wider curriculum, which includes:

- Constructive relationships with education and care staff
- Appropriate daily routines in Positive Progress
- Social activities with staff and students including board games and jigsaws
- Visitors to the centre
- Cross-curricular learning in other subjects of the curriculum
- Constructive approaches to behaviour management enabling the learner to interact constructively with peers and staff.
- PSHE/Relationships/British Values (see PSHE map)
- Pupils in Year 10 and above will receive Careers Education and Guidance, and input from an independent careers' advisor (either organised by the school, Positive Progress or LA).
- Pupils will access work-based related learning wherever possible.
- Preparation for end of Key Stage Assessments and public examinations will be available as appropriate to the needs of individual pupils.

## **10. Personal Development, Enrichment and Well-being**

All students have an IEP (see example in **Appendix B**). The students with an EHCP have their IEP created to mirror and meet the needs on the EHCP. IEPs are updated in December, April and July.

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Positive Progress Student Tuition Records (see example in **Appendix A**) are a live document that schools, parents and LCC can access through a shared link. This is a commentary which feeds back on all aspects of the student's learning experience, and attitude to learning.

In addition to the student academic progress, the IEP and the Positive Progress Student Tuition Record refer to the SEMH status and needs.

The Progress meeting Agenda (see template in **Appendix C**) is the document completed, once a term, during Parents meeting.

## **11. Teaching and learning QA process Performance Management**

The appraisal cycles take place in November and May and include:

- Lesson observations and book 'looks'
- Staff self-evaluation
- Line management meetings
- CPD whole team
- CPD specific to staff

## Appendix A

(Extract of)

### Positive Progress Student Tuition Record 2025/26

Name of Student: XXX

School Year: 10

Link School: xxx

Subject	Baseline scores/status	Target	Review 1 Date:	Review 2 Date:	Review 3 Date:
Reading age	8.9				
SEMH	Attempt a task before deciding that it is too difficult.	Attempt the task before deciding that it is too difficult.			
English	EL2 Eduqas English Lang	Moving from notetaking to original work. Developing analytic skills to include "how" and "why" questions			
Maths	EL2	To consolidate knowledge of the 4 operations			
Science					
Other					

Please complete this in reverse chronological order (from the newest to the oldest)

Date	Subject/s	Lesson topic	Comment on behaviour and engagement during the lesson
11.12.25	Science	Worksheets on OS and green pen work	Very argumentative, poor engagement, lack of focus. She wasn't reading the questions nor her notes correctly.
	English	Spelling of homophones to,there,Your and by	Great engagement.
	Speaking and listening		Engaged well. She also filled out a pupil questionnaire.

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10.12.25	English	Write a postcard	xxxx was in at 9.30 today. Well done xxxx. After modelling the features of a post card she wrote her own using the correct features of writing. Reminded to read sentences to check that they make sense.
	Maths	Directed Numbers	Really good work today, understood the material well and was able to consistently do mental calculations with positive and negative numbers.
	Science	Completed - <a href="#">The Structure of DNA</a>	Excellent work from xxxx today. She was able to remember a lot of facts from the previous lesson without help and she was able to answer all of the questions about mitosis remaining in the slides. Next time we'll continue with <a href="#">Errors in cell division</a>
9.12.25	Absent		Refused to get out of bed.
8.12.25	English	English	Arrived at 10am. Wrote a story using picture as a prompt. Target paragraphs, and tense
	Maths	More than and less than Ordering numbers	Engaged well.
5.12.25	Absent		
04.12.25	Absent		
03/12/25	Absent		
02.12.25	Absent		
1.12.25	Absent	Message from Mum	<i>Hi sorry xxxx is unwell again I think she might have covid, her sister &amp; her sister's partner both have it, im just keeping an eye on her at the minute but ill keep you updated to when she will be back in</i>

## Appendix B

(Example of)

### Individual Education Plan

<b>Name:</b>	xxx
<b>Year group:</b>	11
<b>Assigned school:</b>	xxx
<b>M/F</b>	F
<b>EAL</b>	Y/N
<b>EHCP</b>	Y/N
<b>LAC</b>	Y/N

<b>Professionals involved:</b>	<b>Specific areas of need:</b>
Social worker, MAP, GP, Police, School nurse, Queensbury project, CAMHS, iCart	ADHD Emotional dysregulation (can lash out) Sensory (noise)
<b>Strengths:</b>	<b>Weaknesses:</b>
Honesty	Attendance Resilience Absconding Maintaining friendships Can be verbally abusive
<b>Strategies:</b>	
<ul style="list-style-type: none"> <li>• Give xxx a safe space if she is emotionally dysregulated</li> <li>• xxx needs staff to interact with her in a PACEful way</li> <li>• Scaffold work</li> <li>• Doesn't like being helped if she hasn't asked for it.</li> <li>• Staff to help navigate xxx in terms of unexpected change, perceived unfairness, responding to unpleasant comments from peers</li> <li>• Memory aids</li> <li>• Non-vocal music in the background can aid concentration</li> <li>• Encourage xxx to self-reflect</li> </ul>	

## Academic year 2025 - 2026

	Child target:	Implementation: How will we achieve the target?		Review date:	Impact:
		Strategies	Resources needed?		
Autumn	<b>Maths:</b> Working towards EL3. Secure 4 operations and be willing to try out new topics, e.g. fractions	Modelling Chunking Breaks when needed	Place value grids Mini whiteboards	Dec	Partially – improved attitude towards learning
Spring	<b>Maths:</b> To pass Entry Level 3 Functional Skills Maths	Mock exams Scaffolding	Past papers	April	
Summer	<b>Maths:</b>			July	
Autumn	<b>English:</b> Working towards EL3. Build up resilience in writing tasks. Add in more detail to write compound sentences.	Modelling Chunking Breaks when needed		Dec	Achieved
Spring	<b>English:</b> To pass Entry Level 3 Functional Skills English	Mock exams Scaffolding	Past papers	April	
Summer	<b>English:</b>			July	
Autumn	<b>SEMH:</b> To build upon self-esteem when introducing new tasks and build resilience.	Praise Encouragement Working with a trusted adult		Dec	Partially – depends on the task set for resilience. Self-esteem has improved.
Spring	<b>SEMH:</b> To build self-belief for the upcoming exams			April	
Summer	<b>SEMH:</b>			July	

## Appendix C

(Template for)

### Progress Meeting Agenda 2025/26

**Name of Student:**

**School Year:**

**Link School:**

**Present at meeting:**

Agenda Item	Meeting 1 Date:	Actions and outcomes	Meeting 2 Date:	Actions and outcomes
Current progress	Current grades			
Maths				
English				
Science				
Art				
Other				
Engagement				
Attitude to learning				
Behaviour				
Preparing for the future				
Exam entries				
Post 16 support				
AOB				