MIAG

CURRICULUM POLICY

MIAG ORGANISATIONAL POLICY

Organisation-wide

Supporting consistent, effective practice across the MIAG organisation.

SUPPORTING INDIVIDUALS | CREATING OPPORTUNITIES | ENRICHING COMMUNITIES

Policy Statement:

MIAG (Meeting Individual Aspirations & Goals) is committed to providing a curriculum that is ambitious, inclusive, purposeful and responsive to the individual needs, aspirations and circumstances of every learner. We believe that curriculum is more than a timetable: it is the planned totality of learning experiences through which learners acquire knowledge, develop skills, build confidence, understand themselves and others, and prepare for their next stage of life.

The curriculum must reflect the purpose and context of each MIAG provision while maintaining a clear organisation-wide expectation that learners should experience high-quality teaching with personalised learning, appropriate challenge and support, meaningful personal development, and clear progression towards greater independence, participation and future opportunity.

Purpose:

This policy establishes the organisation-wide principles and minimum expectations for curriculum design, personalisation, implementation, assessment, review and improvement across MIAG. It provides the common framework within which each provision develops its own curriculum intent, plans & mapping, programmes of study, schemes of work and other supporting documentation.

The policy is intentionally generic. It does not prescribe one timetable, subject model or teaching approach for every MIAG provision. Provision Leaders retain professional responsibility for adapting curriculum design to the learners they serve, the age range and type of provision, statutory requirements, commissioning arrangements, qualifications and intended destinations.

Scope:

- All MIAG Provisions
- All leaders, teachers, tutors, assessors, support staff and other colleagues who contribute to planning or delivering learning
- Curriculum planning at organisational, provision, subject/programme and individual learner level
- On-site, off-site, community, work-related and online learning where MIAG is responsible for the educational experience

MIAG Curriculum Principles:

Curriculum decisions are informed by the MIAG Organisational Excellence Framework. The curriculum should reflect the organisation's principles and the Five Ps, particularly Learner First, Collaboration, Integrity, Accountability and Continuous Improvement. The Framework identifies curriculum intent, implementation, assessment, EHCP implementation, adaptive teaching, Preparation for Adulthood and learner outcomes as part of the Quality of Learning & Provision domain.

- **Learner First** – curriculum decisions start with what learners need to know, understand, experience and achieve.

- **Learner First** - all curriculum decisions will meet the learner 'where they are'
- **Ambition with appropriate adaptation** – SEND, SEMH, prior attainment or disadvantage must not result in unnecessarily low expectations
- **Purpose and relevance** – learning should have a clear reason, make sense to learners and connect with real life, future aspirations and independence
- **Breadth and balance** – learners should experience an appropriate range of academic, practical, creative, physical, technological, personal and social learning
- **Progression** – learning is sequenced so that knowledge, skills, confidence and independence build over time
- **Inclusion and accessibility** – curriculum content, resources, environments and teaching are adapted so learners can participate meaningfully
- **Personal development** – curriculum contributes to self-knowledge, relationships, wellbeing, responsibility, citizenship and preparation for adult life
- **Partnership** – curriculum is informed by learners, families, professionals, employers, community partners and commissioning requirements where appropriate
- **Evidence-informed practice** – curriculum decisions and changes are based on relevant evidence, learner need, professional knowledge and evaluation
- **Continuous improvement** – curriculum is reviewed through the MIAG improvement model rather than treated as a static document

Curriculum Intent:

Every MIAG provision must be able to explain what its curriculum is intended to achieve for its learners and why the chosen content, structure and approaches are appropriate. Curriculum intent should be reflected in provision-level curriculum plans and, where relevant, published information. MIAG would expect curriculum intent to include:

- Build knowledge and skills that are appropriate to learners' age, starting points, aspirations and intended destinations
- Develop communication, literacy, numeracy and digital competence appropriate to the learner and provision
- Support learners to understand themselves, manage relationships and make safe, informed choices
- Develop independence, employability, community participation and Preparation for Adulthood where relevant
- Provide meaningful opportunities for creativity, physical development, cultural understanding and enrichment
- Prepare learners for the opportunities, responsibilities and experiences of life in wider society Ensure learners with EHCPs receive education that reflects their identified needs and outcomes, alongside the broader curriculum entitlement[1]

[1] This list is not exhaustive and will be adapted to meet the provisions offer

Curriculum Entitlement and Structure:

The precise curriculum offer will differ between MIAG provisions. Each provision must document its curriculum model clearly and demonstrate how it meets the requirements that apply to its learners and regulatory category.

School-age provision:

Where MIAG provides education to pupils of compulsory school age, the curriculum must meet the applicable Independent School Standards and other statutory requirements. For independent schools, the written curriculum policy, supporting plans and schemes of work must take account of ages, aptitudes and needs, including pupils with EHC plans, and must not undermine fundamental British values. The ISS also requires broad curriculum experience across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education, together with PSHE and other specified areas.

MIAG provisions may organise this entitlement through discrete subjects, integrated projects, vocational learning or other coherent approaches, provided that the required curriculum areas are clearly covered and can be evidenced.

Statutory and Required Curriculum Content:

The curriculum must include the statutory or regulatory content applicable to the provision. Provision Leaders must maintain local curriculum documentation showing where and how relevant requirements are delivered.

- **PSHE:** independent schools must provide PSHE that reflects the school's aims and ethos and encourages respect for other people, with particular regard to the Equality Act 2010 protected characteristics
- **Relationships Education / RSE:** where MIAG provides primary or secondary education, the relevant statutory requirements apply. Independent schools must have regard to the current DfE statutory RSHE guidance and must maintain the separate written Relationships Education/RSE policy required by the ISS.
- **Careers education and guidance:** where applicable, provision must support informed choices and future progression. Current DfE careers guidance applies to pupils in Years 7–13 and to learners up to age 25 with an EHC plan, with provision tailored to individual needs
- **SMSC and Fundamental British Values:** these are embedded through curriculum, ethos and day-to-day practice and are addressed through the companion MIAG SMSC, Personal Development & Fundamental British Values Statement
- **Safeguarding:** curriculum content and delivery must support learners to recognise risk, seek help and develop the knowledge and behaviours needed to stay safe, including in relation to online harms where relevant. Current KCSIE 2026 applies to schools and colleges, and Working Together 2026 applies across education providers
- **Religious education / religion and belief:** where applicable, provision must meet the relevant legal and local requirements and should contribute to respect for different faiths and beliefs, and views from the non-religious world such as humanism

- **Accreditation and awarding organisation requirements:** where qualifications are offered, programme design and delivery must meet the relevant specification, assessment rules and centre requirements.

SEND, EHCPs, Accessibility and Adaptive Curriculum:

MIAG expects high aspirations for learners with SEND. Curriculum adaptation should remove or reduce barriers to participation and progress rather than reduce ambition without good reason.

- Use information from EHCPs, assessments, prior attainment, learner voice, family information and professional advice to understand starting points and needs
- Plan reasonable adjustments, scaffolding, assistive technology, communication support and other adaptations where required, this may include considering key factors to prioritise for individual learners
- Use relational, trauma-informed and regulation-aware approaches where these are appropriate to the learner and provision
- Ensure curriculum and assessment arrangements are accessible and that learners can demonstrate what they know and can do in appropriate ways
- Review adaptations when they are not enabling progress or when learner needs change
- Ensure individualised curriculum decisions are documented where they materially change the learner's programme

MIAG will have regard to the SEND Code of Practice: 0 to 25 years and relevant equality and accessibility duties when designing and reviewing provision.

Teaching, Learning and Curriculum Implementation:

Curriculum intent must be translated into well-sequenced teaching and learning. Teachers/Tutors/Support Staff should know the subject or programme content, understand learner starting points and use assessment information to adapt teaching.

- Learning is appropriately sequenced and builds on prior knowledge and experience
- Teaching develops knowledge, understanding, vocabulary, skills and application rather than relying solely on activity or engagement
- Learners receive appropriate challenge, modelling, practice, feedback and opportunities to apply learning independently
- Practical, vocational and community-based learning is planned with the same clarity of purpose as classroom learning
- Learning environments and resources are appropriate, accessible, safe and sufficiently varied
- Online learning is subject to the same expectations for curriculum quality, safeguarding and learner support as other learning
- Behaviour, regulation and relationships are managed in ways that enable learning and maintain high expectations

Assessment, Progress and Impact:

Assessment is used to understand what learners know and can do, identify barriers, inform teaching and evidence progress. MIAG does not require one assessment system across every provision; assessment must be appropriate to the programme and learner.

- Baseline or starting-point assessment is completed where appropriate
- Assessment information is used to plan and adapt teaching
- Progress is considered against relevant starting points, curriculum expectations, qualification requirements and individual outcomes
- EHCP outcomes and other individual targets are incorporated into curriculum review where applicable
- Learners are supported to understand their progress and identify next steps
- Leaders use a proportionate range of evidence to evaluate curriculum impact, including work, assessment information, learner voice, destinations and other relevant outcomes

For independent schools, the ISS requires a framework for regular and thorough assessment and the use of assessment information to plan teaching, together with a framework for evaluating pupil performance.

Personal Development, SMSC and Fundamental British Values:

Personal development is not a separate add-on to the curriculum. MIAG expects curriculum, relationships, enrichment, community learning and everyday practice to contribute to learners' development as confident, responsible and respectful individuals. This is a reactive element of the curriculum which has the ability to support learners as and when situations arise.

MIAGs SMSC, Personal Development & Fundamental British Values Statement sets out the organisation-wide expectations in this area. The ISS guidance confirms that SMSC can be developed through virtually all parts of the curriculum and day-to-day operation of a school and should be adapted for age, ability and special educational needs.

Equality, Inclusion and Respect:

Curriculum design and delivery must promote inclusion and respect and must not unlawfully discriminate. Where the curriculum addresses protected characteristics, identity, relationships, culture, faith or difference, content must be age-appropriate, accurate and respectful.

The current ISS guidance specifically requires curriculum documentation to reference protected characteristics within the PSHE curriculum and requires teaching not to discriminate contrary to the Equality Act 2010.

Political Impartiality and Controversial Issues:

MIAG recognises that learners should be able to discuss important social and political issues and develop independent thinking. However, where the ISS applies, partisan political views must not

be promoted in teaching. Where political issues are brought to learners' attention, MIAG will take reasonably practicable steps to provide a balanced presentation of opposing views.

Staff should distinguish between teaching about a political idea or position and advocating that learners adopt it. Teaching should be evidence-informed, fair and dispassionate, and learners should have appropriate opportunities to question, compare evidence and form their own views. The current ISS guidance expressly permits discussion of political issues while prohibiting promotion of partisan views and requiring balanced presentation when political issues are brought to pupils' attention.

Careers, Employability and Preparation for Adulthood:

Where relevant to the learner's age and provision, curriculum planning should connect learning to future pathways. This may include careers education, employer encounters, work-related learning, work experience, enterprise, travel training, independent living, financial capability, community participation and preparation for further education, employment or training.

For learners with SEND, planning should reflect Preparation for Adulthood outcomes and the learner's aspirations, including employment, independent living, community participation and health and wellbeing where relevant.

Curriculum Planning and Documentation:

MIAG adopts a layered approach to curriculum documentation. The organisational policy establishes expectations; each provision then develops the documents needed to show how those expectations are implemented.

- MIAG Curriculum Policy – organisation-wide expectations
- Provision Curriculum Plan / Curriculum Intent – how the provision's curriculum meets learner needs and statutory requirements
- Subject Plans /Maps– sequencing, content, outcomes and assessment
- Schemes of Work / Learning Programmes – sufficiently detailed specifications of what is taught and how
- Individual learner curriculum or support documentation where needed to explain significant adaptations or personalised pathways

For independent schools, the DfE's April 2026 ISS guidance specifically identifies the overall curriculum policy, implementation plans and detailed schemes of work as the core curriculum documentation that should be available for inspection.

Learner, Family and Partner Voice:

- Learners should have meaningful opportunities to influence aspects of curriculum design, enrichment and learning experience
- Parents and carers should be engaged appropriately, particularly where curriculum decisions affect statutory RSHE, significant adaptations or future pathways

- Professionals and commissioning partners should be involved where their knowledge is necessary to understand need or achieve agreed outcomes
- Employers, community organisations and other partners may contribute to curriculum relevance and progression where appropriate

Roles and Responsibilities:

Role	Core responsibility
Proprietor/Directors	Ensure appropriate organisational oversight and that MIAG maintains arrangements that support compliance, quality and sustainability
Chief Operating Officer	Owns the organisation-wide policy, assures organisational consistency and uses the MIAG Organisational Excellence Framework to identify themes, risks and improvement priorities
Head Teacher / Provision Lead/Programme Lead	Owns curriculum intent, implementation and impact within the provision and ensures local curriculum documentation is current and implemented
Curriculum / Subject / Programme Leads	Design and sequence curriculum content, support staff, monitor implementation and contribute to review and improvement
Teachers / Tutors	Plan and deliver learning, assess progress, adapt teaching and maintain appropriate curriculum records
SENCO	Provide advice and support so curriculum design and delivery appropriately reflect SEND, EHCP and accessibility requirements
Support Staff	Support the teachers/tutor/SENCO to deliver learning, adapt teaching and maintain appropriate curriculum records/learning profiles
Learners	Participate in learning, provide feedback and take increasing responsibility for goals, progress and next steps

Role	Core responsibility
Parents / Carers	Engage with curriculum information and contribute to discussions about learner needs, progress and pathways

Quality Assurance, Review and Improvement:

Curriculum quality is assured through the MIAG Organisational Excellence Framework rather than through a separate curriculum QA policy. Provision Self-Evaluation, Peer Review and Organisational Assurance provide the mechanism for evaluating curriculum intent, implementation, impact, assessment, learner outcomes and improvement priorities.

- Provision Leaders evaluate curriculum effectiveness through their self-evaluation and improvement planning
- Peer Review may test curriculum quality, consistency and impact through professional dialogue and evidence
- The COO provides organisational assurance and identifies themes, risks, strengths and areas requiring further support or challenge
- Curriculum review should draw on multiple sources of evidence rather than a single observation or data measure
- Curriculum changes should be recorded, communicated and evaluated for impact

Evidence of Implementation:

- Current curriculum plans and schemes of work
- Timetables / programme structures and learner pathways
- Lesson or session planning and learning resources where appropriate
- Assessment and progress information
- EHCP and individual outcome evidence where applicable
- Learner, parent/carer and staff voice
- Work scrutiny, learning walks and other review evidence
- Qualification and awarding organisation records where applicable
- Destination, progression and work-related learning evidence where relevant
- Curriculum review and improvement records

Related MIAG Documents:

- MIAG Organisational Excellence Framework
- MIAG Progress & Outcomes Strategy
- MIAG People Strategy
- MIAG Partnership Strategy
- MIAG Performance & Sustainability Strategy
- MIAG Equality Policy
- MIAG Safeguarding Statement / Child Protection Policy

- MIAG Behaviour Policy
- MIAG Risk Management and Risk Assessment Policy
- MIAG Relationships Education / RSE Policy, where applicable
- Provision-level curriculum plans, schemes of work and programme documentation

Key statutory and guidance references:

Reference	Relevance
Department for Education – Independent School Standards Guidance (April 2026)	Part 1: Quality of Education; Part 2: SMSC; curriculum documentation, PSHE, careers, SEND, assessment and political impartiality
Department for Education – Keeping Children Safe in Education 2026	Safeguarding and child protection expectations for schools and colleges; effective from 1 September 2026
Department for Education – Relationships Education, Relationships and Sex Education and Health Education statutory guidance (effective 1 September 2026)	Statutory guidance relevant to school-age RSHE provision
Department for Education – Careers guidance and access for education and training providers (updated June 2026)	Careers education and guidance requirements and expectations
Department for Education / DHSC – SEND Code of Practice: 0 to 25 years	SEND, participation, planning and outcomes
Department for Education – Working Together to Safeguard Children 2026	Multi-agency safeguarding responsibilities for education providers

Policy Review:

This policy will be reviewed at least annually and sooner where there is a significant change in legislation, statutory guidance, Ofsted or Independent School Standards expectations.

Document Control:

Policy	Curriculum Policy
Policy Type	MIAG Organisational Policy
Policy Owner	Lisa Savage, Chief Operating Officer
Responsible Lead	Headteacher/Provision Lead
Safeguarding Lead	Designated Safeguarding Lead (DSL)
Approved By	Chair of Governors
Approval Date	15th October 2026
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Review Date	15th October 2027
Current Version	1.0
Applies To	MIAG organisation-wide

Version History:

Version	Date	Summary of Change
1.0	October 2026	New MIAG Organisational Policy establishing a clear, proportionate and confidential approach to curriculum development, and implementation

MIAG – Meeting Individual Aspirations & Goals