Aurora Eccles School

Curriculum Policy incorporating Examinations and Externally Accredited Courses

Policy Reference:	ECS4
Version Number:	11
Applies to:	Aurora Eccles School
Associated documents:	ECS 4.1 Assessment reporting and recording policy
Approved by:	Headteacher
Implementation date:	October 2026
Next review due by:	October 2027
This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

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Summary of changes since previous version of policy

- *Inclusion of previous stand-alone policy ECS 4.2 examinations and externally accredited courses*
- *Removal of appendix 1 'supporting outreach students'*
- *Removal of appendix 2 'Intent and Implementation'*
- *Updated school day times*
- *Updated school timetables*
- *Minor changes to introduction for factual accuracy*
- *Reference to weekly swimming amended*

Introduction

Purpose

The curriculum at Aurora Eccles School intends to provide a broad and balanced curriculum, largely referencing the National Curriculum for England and Wales augmented by opportunities for personal and social development to students who experience a range of special educational needs and disabilities.

Students who attend the school will have an Education, Health and Care Plan (EHCP) and prior to admission they will usually have been supported in mainstream schools or been out of education for a period of time. Our intention is to provide a curriculum that supports and reinforces learning and helps students to connect information and experiences through a holistic approach initially based on their EHCP, but also their levels of attainment and abilities on entry to the school.

The range of special educational needs and disabilities include social and communication difficulties, mild to moderate learning difficulties, autism and/or ADHD, speech language and communication difficulties, specific learning difficulties, or Social, Emotional and Mental Health (SEMH). We make some individual adjustments to the curriculum for students to match their needs and to aid accessibility; however, there is a general expectation that our students will study and develop within a class of their peers.

Our broad approach to the curriculum is balanced against the imperative to offer opportunities for our students' personal development; we place emphasis on additional subjects and the co-curricular offer so that students might become more confident and resilient in their learning and wider life: widening options in life alongside reducing vulnerability where we can. One way we aim to achieve this is by having a particular focus on safeguarding which is promoted through SMSC/PSHRE opportunities to increase personal awareness and support good decision making in the future.

In addition, the curriculum intends to support students to develop a range of coping and self-management skills become more consistently emotionally regulated by applying learnt strategies to situations that cause stress and anxiety.

Similarly, we intend the curriculum to be able to support and develop all our students in becoming as independent as possible, and to assist them in attaining the best possible

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academic outcomes. This means that we want our students to see themselves as competent learners with a 'can do' attitude. To achieve this, we offer several externally accredited programmes and courses to all students according to their abilities and levels of attainment. We also offer therapies and support programmes as per our students identified EHCP needs, provisions and outcomes. The therapy team also offer targeted and universal support for the development of social communication and emotional regulation skills to all students.

To support the range of special needs and disabilities on an operational level in school, the school and its curriculum is divided into two main types of class: nurture classes and chronological-year group classes. The nurture groups provide for students that might have a greater need related to anxiety or their social and emotional development. The intention is to provide a curriculum that balances education, personal and social development, with access to a range of therapeutic approaches to improve social communication and life skills. Exceptionally, some students have alternative programmes arranged to support them whilst they are finding it hard to access our usual curriculum offer.

Policy Statement

Curriculum content

The school provides a broad, balanced curriculum through which all students receive a full-time supervised education with a curriculum that includes a range of linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative aspects appropriate to their age, aptitude and stage of development.

The importance of SMSC in the Curriculum

It is often the case that young people in special education have a higher risk of vulnerability and so the social, moral, spiritual and cultural curriculum at Aurora Eccles School plays an important part in their personal development and an understanding of the wider world that surrounds them. This means that the curriculum for PSHE, RSE, RE and Citizenship and British Values will, by utilising visits, celebrations, awareness days and guest speakers explore SMSC matters including equality, relationships and sex education, the prevention of exploitation or radicalisation, and the promotion of safeguarding and protection at an individual and collective level.

Teachers, HLTAs and TAs

There are a high number of Teaching Assistants (TAs) and Higher Learning Teaching Assistants (HLTAs) in all lessons to support students to access to the curriculum, and to ensure that their individual needs are met and that they can make good progress.

Groups, Lessons and the Teaching Day

The curriculum is taught mainly by a range of subject specialist or otherwise experienced teachers. There are 6 periods in a day and class groups, normally with a maximum of 10 students, who stay in their base room unless they are required to move to a specialist classroom or space.

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In nurture classes, there are 6 lessons a day and each class has a maximum of 10 students. These groups are based in separate, specialist provisions and are supported by a specific group of teachers, HLTAs and TAs to ensure consistency. Learning can be delivered through themes and projects where this helps students to make connections.

Enrichment and non-statutory additions to the curriculum.

Enrichment subjects offered include multi-media, DT, and cookery. In addition, as part of their weekly non-statutory curriculum, students also access OWL. In addition to their planned objectives, these subjects help meet the unique needs of the students in terms of decreasing anxiety, improving social communication skills, raising levels of engagement, and providing opportunities to develop personal interests.

Examinations and externally accredited courses – please also refer to Appendix 2

Students in Key Stage 4, including those within nurture-based provision, have access to a broad range of externally accredited courses that are carefully matched to their individual needs, abilities and aspirations. Alongside core qualifications in English, Mathematics and Science, students can access a range of accredited pathways at Entry Level, Functional Skills, vocational and GCSE level, ensuring that all learners are able to achieve meaningful and recognised outcomes. Accreditation opportunities are reviewed regularly to reflect the needs of the cohort and may include qualifications that support personal development, independent living, employability, creative arts, humanities, digital skills, physical education and other curriculum areas. Through this flexible approach, students are able to work towards qualifications that recognise their achievements, prepare them for their next steps in education, employment or training, and support positive long-term outcomes.

Employability, access to Work Related Learning and FE Collages

For students across Key Stage 4 the school aims to improve students' employability skills and/or extend their learning opportunities in subjects at an FE College and places of work whenever the school is unable to provide them on site. Aurora Eccles is guided by the Gatsby Benchmarks which is supported by the Head of Lifeskills, CEIAG and Vocational Education. An additional coordinator oversees work experience, carrying out risk assessments, suitability checks, and makes regular placement visits to support students, focusing on developing confidence and independence skills, whilst ensuring that there are clear lines of communication between the student, the school, the college/placement, and the students' parents/carers. Work experience placements are organised in collaboration with an accredited provider. CEIAG meetings for Year 9, 10 and 11 are held with a qualified guidance advisor via an organisation independent of the school. These look to involve parents and support the work done by the school to identify appropriate post-16 pathways.

Supporting individual special educational needs and disabilities in the curriculum

Teachers, HLTAs and TAs meet regularly to discuss and plan supportive learning strategies that will be effective in helping students to overcome their areas of difficulty, meaning that

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all tasks are differentiated, and individuals are supported appropriately. These meetings may include class meetings, zone meetings, parent meetings and professional meetings. Through assessment, student progress is monitored and evaluated, with information and evidence being used to generate new objectives as the student develops. To improve access to learning, every student has a Behaviour Support Plan and a Risk Assessment, which aims to help each student to be better emotionally regulated and manage positively throughout the school day.

Students who experience low levels of literacy, specific learning difficulties, speech, language difficulties, or social communication difficulties have curriculum pathways that are complemented by targeted support and intervention. This enables students to work towards engaging successfully with learning and working towards appropriate accreditation.

This targeted support and intervention may be for an intensive period, especially on entry to the school, supporting students to make progress so that they can quickly begin to access the full curriculum. However, others, depending on their level of need may access these sessions throughout their time at the school.

The school has a clinical team that works closely with teachers, HLTAs and TAs to support the delivery of the curriculum to students who experience temporary or long-term difficulties with emotional wellbeing, mental health or social and communication needs.

Maintaining high-quality Teaching and Learning in the curriculum

To deliver the curriculum to a high standard, it is vital that teaching and learning is maintained to a consistently high quality. As part of the quality assurance process, each subject has a curriculum lead who oversees its delivery, quality of teaching and learning, and assessment processes. In addition, teachers, HLTAs and TAs are regularly observed by Curriculum Leads and senior leaders. The receive feedback that might also inform CPD at an individual or a whole school staff level.

To ensure consistency and to identify the uniqueness of every subject taught, each subject has its own aims document, and series of pre-planned Programmes of Study/Schemes of Work across all year groups, forming a holistic curriculum map that builds sequentially on the key concepts, and the individual skills, knowledge and understanding of that subject. All lessons have plans that inform the teacher, student, and other staff who are supporting the learning of the lesson's objectives, how it links to prior learning and where it can be applied generally. Plans also include key words and concepts, and how content will be differentiated and supported through a range of learning and assessment opportunities that are not reliant on more traditional use of books. This may include the use of technology such as immersive reader. Docs Plus or changes such as reading over lays, a scribe or coloured paper.

Assessment and the curriculum

Regular assessment is integral to effective teaching and learning, informing curriculum planning, measuring progress and ensuring that learning experiences remain appropriately challenging and supportive.

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It will form a regular part of all learning activities to identify how secure students learning is from lesson to lesson, identifying areas for development and correcting misconceptions. AfL evidence will also be used to inform next lesson planning either for individual student level, or in relation to the content, delivery or resources needed to improve the next lesson.

Students will be assessed through various methods at the end of every programme of study/scheme of work, theme or project, and any data collected will be uploaded to Earwig or a similar recording system. Where this is not appropriate, information and evidence of progress will be recorded through a more specialised process. Information collected will also inform the next steps planning at a student or subject level.

Summary assessment information will be used to complete end of term and end of year reports and will be sent to parents/carers and any other professionals or agencies who support the student. Curriculum Leads and teachers will also use the summary information to reflect on curriculum delivery and content and then used to inform future planning.

Impact

We believe that the impact of our curriculum will inspire each student to develop their individuality, helping them to grow and develop in their own unique way, and to achieve their full potential - educationally, socially and personally.

Through the high-quality delivery and range of opportunities provided by our curriculum, we believe its impact will ensure that young people are prepared for their future, and that it will provide them with a well-rounded education and range of strategies to improve their choices in life – whether that is further education, which includes being able to access mainstream settings, training, or to explore job opportunities.

Times of the School Day

8.45 – 9.00	**Arrival**
9.00 – 9.30	Tutor time/registration
9.30 – 10.15	Lesson 1
10.15 – 11.00	Lesson 2
Morning Break 11.00 – 11.15	
11.15 – 12.00	Lesson 3
12.00 – 12.45	Lesson 4 / Lunch 1
12:45 – 13:25	Lunch 2 / Lesson 4

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1.25 – 1.30	Registration
1.30 – 2.15	Lesson 5
2.15 – 3.00	Lesson 6
3.00 – 3.30	**Tutor time and Sign Out**

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Appendix 1: Master timetable

Year 11

Green 4

Aurora Eccles & White House School, Aurora Eccles School, Norwich

	1 9:30 - 10:15	2 10:15 - 11:00	Break 11:00 - 11:15	3 11:15 - 12:00	4/Lunch 0:00 - 0:45	4/Lunch 12:45 - 13:30	5 13:30 - 14:15	6 14:15 - 15:00
Mo	B2a A1/DT RCR / JCO / HED			Math CJE / CMA / JHA	Geog T3/G4 JPE	Lunch	Eng T3/G4 JNE	ICT T3/G4 MMA
Tu	Math CJE / CMA / JHA	PSHE T3/G4 JPE		Sci S2/Phys RAL	Eng T3/G4 JNE	Lunch	LS T3/G4 JFI	RE T3/G4 THI
We	Sci S2/Phys MCA	Math CJE / CMA / JHA		DoE OC ISI		Lunch	Eng T3/G4 JNE	B2c S2/Phys MCA / MMA
Th	Math CJE / CMA / JHA	B2b T5/G6 LW / JPE / THI		Sci S2/Phys MCA	Eng T3/G4 JNE	Lunch	Hist T3/G4 HLW	B2c T3/G4 MCA / MMA
Fr	B2b B1/G6 LW / JPE / THI	Math CJE / CMA / JHA		ICT T3/G4 MMA	Eng T3/G4 JNE	Lunch	PE RCR / KWA	

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Year 10

Green 2

Aurora Eccles & White House School, Aurora Eccles School, Norwich

	1 9:30 - 10:15	2 10:15 - 11:00	Break 11:00 - 11:15	3 11:15 - 12:00	4/Lunch 0:00 - 0:45	4/Lunch 12:45 - 13:30	5 13:30 - 14:15	6 14:15 - 15:00
Mo	Geog MW2/G2 JPE	Eng MW2/G2 DEG		B1a H3/FT RCR / JCO / HED		Lunch	ICT MW2/G2 MMA	Math MW2/G2 RCR
Tu	LS MW2/G2 MBO	B1c MW2/G2 RAL / MMA		Eng MW2/G2 DEG	Sci S1/Bio SLE	Lunch	DoE OC ISI	
We	Math MW2/G2 JHA	Sci S1/Bio SLE		Eng MW2/G2 DEG	Math MW2/G2 RCR	Lunch	PE RCR / KWA	
Th	ICT MW2/G2 MMA	Math MW2/G2 RCR		RE MW2/G2 THI	Sci S2/Phys MCA	Lunch	Eng MW2/G2 DEG	B1b MW2/G2 LW / THI / JPE
Fr	B1c MW2/G2 RAL / MMA	Hist MW2/G2 AGI		B1b MW2/G2 LW / THI / JPE	Math MW2/G2 RCR	Lunch	PSHE MW2/G2 JPE	Eng MW2/G2 DEG

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Year 8-9

Aurora Eccles & White House School, Aurora Eccles School, Norwich

	1 9:30 - 10:15	2 10:15 - 11:00	Break 11:00 - 11:15	3 11:15 - 12:00	4/Lunch 0:00 - 0:45	4/Lunch 12:45 - 13:30	5 13:30 - 14:15	6 14:15 - 15:00
Mo	Sci S1/Bio SLE	PSHE T2/Pi1 THI		ICT A2/MM MWI	Lunch	Hist T2/Pi1 SKA	Eng T2/Pi1 JPU	Math T2/Pi1 JHA
Tu	RE T2/Pi1 THI	Math T2/Pi1 JHA		Eng T2/Pi1 JPU	Lunch	Geog T2/Pi1 SVO	PE RCR	PSHE T2/Pi1 SKA
We	Food/DT H3/FT JCO / HED			ICT A2/MM MWI	Lunch	Sci S1/Bio SLE	Eng T2/Pi1 JPU	Math T2/Pi1 JHA
Th	FS FS3 ZNI			LS T2/Pi1 AGI	Lunch	Math T2/Pi1 JHA	Swim Pool KWA	Eng T2/Pi1 JKI
Fr	Eng T2/Pi1 JKI	Music M6/Mus CCH		Math T2/Pi1 JHA	Lunch	MultiM A2/MM MWI	Sci S1/Bio SLE	Drama T2/Pi1 KLT

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Year 7

Yellow 3

Aurora Eccles & White House School, Aurora Eccles School, Norwich

	1 9:30 - 10:15	2 10:15 - 11:00	Break 11:00 - 11:15	3 11:15 - 12:00	4/Lunch 0:00 - 0:45	4/Lunch 12:45 - 13:30	5 13:30 - 14:15	6 14:15 - 15:00
Mo	Eng M2/Y3 KLA	Math M2/Y3 KLA		Sci M2/Y3 KLA	Lunch	RE M2/Y3 KLA	MultiM A2/MM MWI	Drama M2/Y3 KLA
Tu	FS FS1 HLA			Math M2/Y3 KLA	Lunch	ICT M2/Y3 KLA	PE KWA	Eng M2/Y3 KLA
We	Eng M2/Y3 KLA	Math M2/Y3 KLA		Sci M2/Y3 KLA	Lunch	LS M2/Y3 KLA	WT KLA	Swim Pool ACO
Th	Eng M2/Y3 KLA	Math M2/Y3 KLA		Hist M2/Y3 KLA	Lunch	PSHE M2/Y3 KLA	WT KLA	Sci S1/Bio SLE Creativ M2/Y3 e KLA
Fr	Eng M2/Y3 KLA	Geog M2/Y3 KLA		Music M6/Mus CCH Creativ M2/Y3 e KLA	Lunch	Math M2/Y3 KLA	Food/DT H3/FT JCO / HED	

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Purple Classes

Purple 1

Aurora Eccles & White House School, Aurora Eccles School, Norwich

	1 9:30 - 10:15	2 10:15 - 11:00	Break 11:00 - 11:15	3 11:15 - 12:00	4/Lunch 0:00 - 0:45	4/Lunch 12:45 - 13:30	5 13:30 - 14:15	6 14:15 - 15:00
Mo	Sci S2/Phys RAL	Math R6/P1 AGI		Eng R6/P1 AGI	Lunch	PE KWA	PSHE R6/P1 AGI	Drama R6/P1 KLT
Tu	Math R6/P1 AGI	Eng R6/P1 AGI		Sci R6/P1 AGI	Lunch	MultiM A2/MM MWI	Hist R6/P1 AGI	LS R6/P1 AGI
We	Math R6/P1 AGI	Eng R6/P1 AGI		Geog R6/P1 AGI	Lunch	Swim Pool ACO	Sci R6/P1 AGI	RE R6/P1 AGI
Th	Math R6/P1 AGI	Eng R6/P1 AGI		Food/DT H3/FT JCO / HED		Lunch	ICT R6/P1 AGI	Music R6/P1 AGI Creativ e R6/P1 AGI
Fr	PD FS1 HLA			Eng R6/P1 AGI	Lunch	Math R6/P1 AGI	ICT R6/P1 AGI	PSHE R6/P1 AGI

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Orange

Orange 2

Aurora Eccles & White House School, Aurora Eccles School, Norwich

	1 9:30 - 10:15	2 10:15 - 11:00	Break 11:00 - 11:15	3 11:15 - 12:00	4/Lunch 0:00 - 0:45	4/Lunch 12:45 - 13:30	5 13:30 - 14:15	6 14:15 - 15:00
Mo	Hist H1/O2 PDA	PSHE H1/O2 PDA		DoE FS1 HLA		Lunch	Math H1/O2 PDA	Eng H1/O2 PDA
Tu	PEQ H1/O2 PDA	Sci H1/O2 PDA		Eng H1/O2 PDA	Math H1/O2 PDA	Lunch	Swim Pool ACO	ICT H1/O2 PDA
We	Geog H1/O2 PDA	Eng H1/O2 PDA		Food/DT H3/FT JCO / HED		Lunch	LS H1/O2 PDA PEQ H1/O2 PDA	Math H1/O2 PDA
Th	Drama H1/O2 KLT	MultiM A2/MM MWI		Sci H1/O2 PDA	Eng H1/O2 PDA	Lunch	PSHE H1/O2 PDA	Math H1/O2 PDA
Fr	Sci H1/O2 PDA	RE H1/O2 PDA		Eng H1/O2 PDA	PE KWA	Lunch	Math H1/O2 PDA	ICT H1/O2 PDA

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Appendix 2: ECS 4.2 Examinations and Externally Accredited Courses Policy

1. Introduction

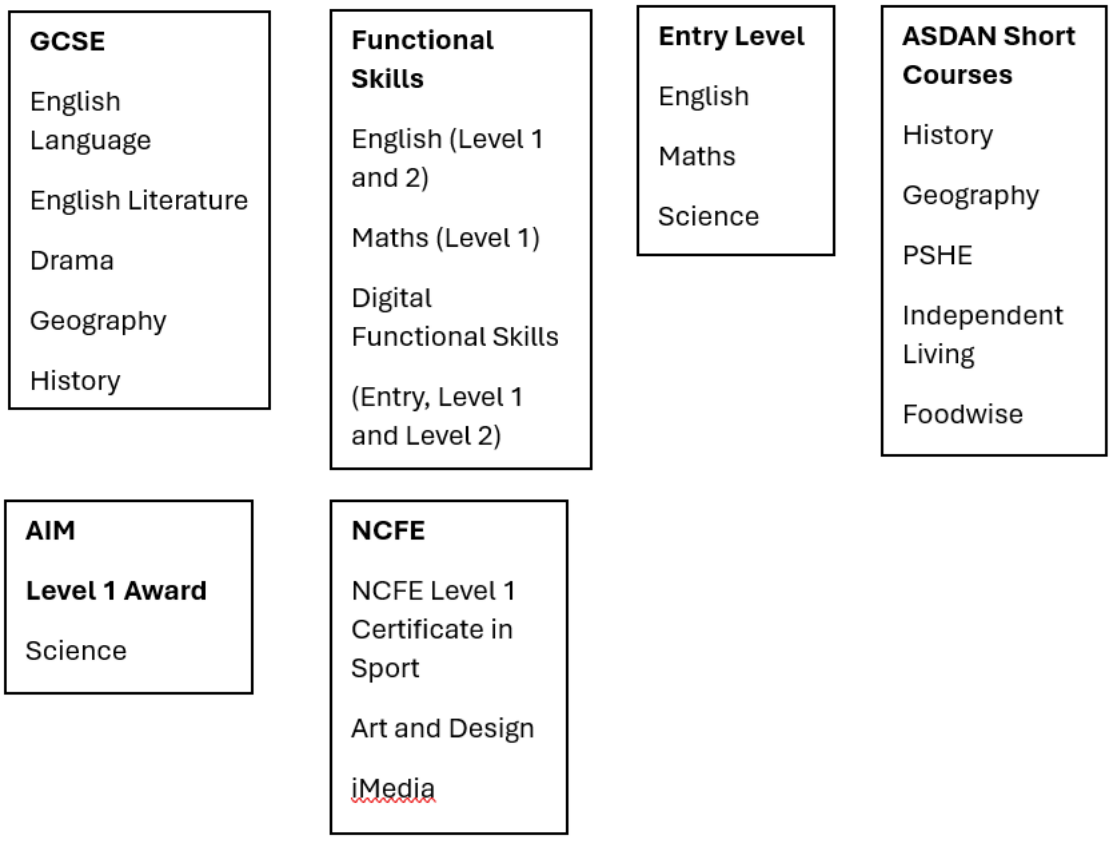
Our intention is to provide a range of accredited courses to allow and support our students to move successfully into to Colleges of Further Education, apprenticeships, or employment.

1.1 Purpose

Each student's level of ability will be a determining factor when deciding at what level they will be entered for a subject. To support this, we have a range of course at different levels, moving from GCSE, through to Pre-Entry Courses. This allows us to create a bespoke pathway for all students irrespective of any exam board. To support this, we use a range of examination boards. See diagram for further information.

2. Scope

Graphic representation of Exam / Unit opportunities



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GCSE	Combined Science	Foundation / Higher paper
	Maths	Foundation / Higher paper
Entry Level Certificate	Maths – Functional skills	
	Science	
AIM Science		
Level 1 Award	Science	
NCFE		
Functional Skills English (Level 1 & 2)	English	
Entry Level Cert	English	
Functional Skills Maths	Maths	
Digital Functional Skills **(Entry Levels 1-3, Level 1 &Level 2)**	ICT	
AQA		
GCSE	History	
OCR		
GCSE	Geography	
ASDAN		
ASDAN	Living Independently Geography: Short Course History: Short Course PSHE: Short Course Foodwise: Short Course	
WELSH BOARD		
GCSE	English Language English Literature Drama	

Impact

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Through this offer, we aim to empower students to access post-16 qualifications and programmes of study at levels that, for them as individuals, represent meaningful progression. We want our students to be prepared to follow academic, vocational or mixed-mode programmes according to their needs, abilities and career aspirations.

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