



EDClass Curriculum Policy

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EDClass Curriculum Policy

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Legislation and Statutory Guidance

This curriculum policy complies with statutory guidelines and regulatory frameworks:

- ✓ **Department for Education (DfE) Statutory Guidance:**
 - ✓ *Keeping Children Safe in Education (KCSIE)*
 - ✓ *Working Together to Improve School Attendance*
 - ✓ *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*
 - ✓ *Behaviour in Schools: Advice for headteachers and school staff*
 - ✓ *Alternative Provision: Statutory guidance for local authorities*
- ✓ **Regulatory and Accreditation Frameworks:**
 - ✓ *Online Education Accreditation Scheme (OEAS)*
 - ✓ *Ofsted Education Inspection Framework (EIF) (evaluating Intent, Implementation, and Impact)*
- ✓ **Equality and Inclusion Legislation:**
 - ✓ *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years*
 - ✓ *Equality Act 2010*
 - ✓ *The National Curriculum in England: Key Stages 3 and 4 frameworks*
 - ✓ *Teachers' Standards (DfE)*

EDClass Overview and Core Delivery Models

EDClass is a remote education platform and accredited alternative provision designed to break down barriers to learning. Through UK-qualified teachers, trauma-informed pastoral systems, and a digital library of over 10,000 interactive lessons and 1,000+ teacher-led video modules, EDClass enables schools to maintain educational continuity for students who cannot access mainstream classrooms.

To support schools operationally and pastorally, EDClass structures its delivery across four core instructional frameworks:

- ✓ **EDLive:** Scheduled, live synchronous group teaching delivered by qualified subject specialists, replicating the collaborative rigor of the classroom in groups of 1:5 and 1:8-10 depending upon peak times.
- ✓ **EDTeach:** Live, on-demand, one-to-one and small-group academic intervention that provides real-time support and scaffolding the moment a student struggles.
- ✓ **Live Timetabled:** Structured daily and weekly learning schedules running from 9:00 AM to 4:00 PM, establishing routines, tracking attendance, and ensuring complete coverage of the national curriculum.
- ✓ **EDInclude:** A comprehensive alternative provision and inclusion framework that supports schools with internal isolation, detention, Individual Alternative Provision (IAP), medical needs, and phased reintegration, supported by our whole-school seat model.

Section 1: Curriculum Intent

Ambitious, Inclusive, and Sequenced

The EDClass curriculum intent is to provide an ambitious, coherent, and accessible education for learners who are temporarily or permanently educated away from mainstream classrooms. Recognising that our students have often experienced disrupted schooling, attendance barriers, or emotional challenges, our curriculum is designed to rebuild self-esteem, close academic deficits, and prepare learners for mainstream reintegration or positive post-16 progression.

Core Intent Objectives

- ✓ **Equitable Curriculum Access:** Deliver broad, balanced coverage across English Language, English Literature, Mathematics, Science (Biology, Chemistry, Physics), PSHE/RSHE, Humanities (Geography, History), Art and Design, Food Technology, Physical Education, and Vocational/Employability skills.
- ✓ **Closing Knowledge Gaps:** Utilise diagnostic baselines and targeted interventions to identify prerequisite misconceptions and build component knowledge sequentially.
- ✓ **Personal Development and Safeguarding:** Embed statutory RSHE, digital safety, and emotional literacy throughout all pathways, empowering students to navigate modern Britain safely.

- ✓ **Trauma-Informed Practice:** Provide a predictable, calm learning environment with positive reinforcement and transparent behavioural expectations that view education as an intervention rather than a punitive holding space.

Section 2: Curriculum Implementation

Multimodal Pedagogical Architecture

The curriculum is delivered through an integrated digital architecture that combines asynchronous e-learning with synchronous teacher interaction:

- ✓ **The Asynchronous Library:** Over 12,000 interactive, self-paced e-lessons and 1,000+ recorded instructional videos. These feature formative checkpoints, dual-coded visual explanations, drag-and-drop structural tasks, and scaffolded extended written questions (1 to 9 marks).
- ✓ **Live Interactive Teaching and Support:** Delivered by qualified teachers through secure video, audio, and text communication, ensuring that independent work is actively supported by qualified staff.
- ✓ **Diagnostic and Formative Tracking:** Every response is logged, marked, and analysed in real time, feeding directly into teacher lesson planning and school MIS tracking.

Literacy, Oracy, and Reading Beyond Words

- ✓ **Reciprocal Reading and Tiered Vocabulary:** Explicit instruction of Tier 2 academic vocabulary and Tier 3 disciplinary language across all subjects.
- ✓ **Reading Beyond Words Scheme:** Integrated visual-to-text literacy modules that use evocative imagery and short video sequences to teach close observation, inferential deduction, and creative writing, removing the cognitive friction of the blank page for reluctant readers.
- ✓ **Oracy as a Bridge to Writing:** Live lessons use structured dialogue and safe chat channels to allow students to verbalise ideas, rehearse arguments, and expand their responses before writing.

Numeracy Across the Curriculum

- ✓ Numeracy is embedded across subjects: calculating magnification and rates of reaction in Science, analysing demographic pyramids in Geography, interpreting chronological data in History, and evaluating nutritional balances in Food Technology.
- ✓ Consistent pedagogical approaches are maintained across the teaching team to align mathematical modelling (such as graphical gradients, ratios, and algebraic manipulation) with national standards.
- ✓

Personal Development, Careers, and Fundamental British Values

- ✓ **Statutory RSHE and PSHE:** Mapped across Health and Wellbeing, Relationships, and Living in the Wider World, providing age-appropriate instruction on consent, mental health, substance misuse, online safety, and positive relationships.
- ✓ **Gatsby Benchmarks and Careers:** Structured pathways covering labour market information, CV writing, interview preparation, apprenticeship models, and encounters with the world of work.
- ✓ **SMSC and British Values:** Active promotion of democracy, individual liberty, the rule of law, and mutual tolerance, explicitly avoiding partisan political views and teaching students how to respect diverse backgrounds and protected characteristics under the Equality Act 2010.

EDClass Ecosystem and the Curriculum Implementation

The EDClass ecosystem unifies curriculum mapping, algorithmic sequencing, on-demand resources, and live human instruction within a single, continuous safeguarding envelope.

Scheme of Work (SoW) Mapping and Asset Tagging

Before a learner starts, the curriculum architecture maps directly to the commissioning school's specific educational model:

- ✓ **Curriculum Ingestion:** Commissioning schools supply their termly Schemes of Work, exam board specifications (e.g., AQA, Edexcel, OCR), and target tiers.
- ✓ **Granular Taxonomy Tagging:** Every digital learning asset in the repository—interactive e-lessons, chunked on-demand instructional videos, retrieval quizzes, and extended writing tasks—is indexed against national curriculum codes and specific exam board objectives.
- ✓ **Prerequisite Mapping:** Core knowledge is mapped into prerequisite dependencies. If a student is assigned a unit on quadratic equations, the system automatically tags and links the underlying prerequisite components (such as algebraic substitution and linear factorising).

The Pathway Algorithm and Dynamic Grouping Engine

The pathway algorithm acts as the orchestrator, combining school alignment with diagnostic personalisation:

- ✓ **Multidimensional Intake Profiling:** The algorithm cross-references three inputs:
 - ✓ The commissioning school's termly Scheme of Work.
 - ✓ Prior academic attainment records and EHCP Section F targets.
 - ✓ Real-time diagnostic outcomes from automated baseline tests and the teacher's live face-to-face onboarding assessment.
- ✓ **Automated Journey Construction:** The algorithm groups tagged lessons, prerequisite video modules, and practice tasks into a sequential **Individual Learning Pathway**. This ensures the student covers the exact topics their mainstream peers are studying while automatically inserting foundational catch-up units to repair identified knowledge deficits.

- ✓ **Teacher-Led Override Authority:** While the algorithm automates grouping and sequencing, UK-qualified subject teachers retain full authority to manually re-order units, swap modules, or customise difficulty tiers to match school changes or student fatigue.

The Unified Multi-Modal Instructional Delivery

The pathway engine coordinates three synchronised modes of delivery into a structured daily timetable (09:00–16:00):

A. Scheduled Live Teaching (EDLive and EDTeach)

- ✓ **Synchronous Cohort Instruction:** Students join scheduled, teacher-led virtual lessons matching the school's timetable blocks.
- ✓ **Direct Instruction and Modelling:** Qualified teachers lead direct instruction using interactive whiteboards, dual-coded visual slides, live problem-solving modelling, and guided practice.
- ✓ **Controlled Participation:** Learners respond via secure interactive polling, text chat, and moderated audio/video, enabling highly anxious or school-avoidant pupils to participate without fear of peer exposure.

B. Asynchronous Learning and On-Demand Video Library

- ✓ **Independent Pathway Progression:** Outside of scheduled EDLive slots, students work through their algorithmically grouped pathway tasks.
- ✓ **Targeted Video Modules:** Short, high-impact instructional videos model concepts, dismantle common misconceptions, and guide the student through worked examples.
- ✓ **Formative Gateways:** In-lesson comprehension checks ensure a student cannot skip ahead or passively stream video content without demonstrating active retrieval.

C. Live On-Demand Teaching and Intervention (EDClass plus)

- ✓ **Triggered Point-of-Need Coaching:** When a student struggles with a concept during independent work, fails a formative checkpoint, or clicks the "**Support**" button, the system triggers EDTeach.
- ✓ **Immediate 1:1 Live Scaffolding:** A qualified teacher enters a secure one-to-one video/audio window instantly to unpick misconceptions using cognitive think-aloud, visual breakdowns, and scaffolded hints rather than simply giving answers.
- ✓ **Academic Safety Net:** Prevents disengagement, off-task drift, and task avoidance, ensuring off-site learners never hit a wall in their learning journey.

Continuous Safeguarding and Statutory Audit Envelope

Every interaction across scheduled teaching, on-demand modules, and live support is governed by strict statutory controls:

- ✓ **Pre-Placement Environmental Verification:** Off-site access is anchored by the commissioning school's physical home visit checklist, verifying registered network IPs, adult supervision, and precise **What3Words** emergency coordinates (with devices strictly barred from bedrooms/bathrooms).
- ✓ **Operational Safeguarding Primacy:** Child safety strictly overrides technical or curriculum settings. **Kim (Head of Safeguarding / Lead DSL)** holds operational seniority over the Head of SEND and teaching leads to intervene or suspend sessions if risks emerge.
- ✓ **Algorithmic Monitoring and Filtering:** Real-time text heuristics continuously scan all chat inputs, search queries, and notes against dynamic threat databases (self-harm, abuse, weapons), blocking harmful text instantly and dispatching alerts to the safeguarding queue.
- ✓ **Zero Unmoderated Channels:** Students cannot initiate direct pupil-to-pupil chats, enter unsupervised breakout rooms, or access unmonitored messaging. All one-to-one interactions with teachers take place within audited, monitored spaces.
- ✓ **Tamper-Evident Session Capture:** Every mouse click, chat log, keystroke, webcam check-in, and whiteboard stroke is timestamped and stored in encrypted UK repositories.
- ✓ **Statutory Attendance Audits:** Continuous engagement tracking (logins, response frequency, live camera checks) provides commissioning schools and local authorities

Section 3: Curriculum Organisation, Provision Models and Delivery

Live Teaching Delivery Architecture

The live instructional model integrates scheduled group teaching, responsive on-demand intervention, and structured full-time routines to replicate mainstream classroom rigor within a safeguarded digital environment.

EDLive (Synchronous Group Teaching)

- ✓ **Definition and Scope:** Scheduled, live virtual lessons led by qualified subject teachers designed to recreate the collaborative structure and high expectations of a mainstream classroom.
- ✓ **Pedagogy and Execution:** Teachers lead explicit direct instruction utilising interactive digital whiteboards, dual-coded visual aids, live modelling (such as worked scientific calculations and structured text construction), and systematic questioning techniques.
- ✓ **Curriculum Focus:** Delivered across Key Stages 3 and 4 in core and foundation subjects, covering statutory National Curriculum units and preparing pupils for GCSE and accredited specifications.
- ✓ **Safeguarded Interaction:** Students communicate via moderated text chat, live digital polling, and controlled audio/video check-ins. This tiered engagement framework allows pupils experiencing social communication difficulties, high anxiety, or school refusal to participate safely without peer intimidation.

EDTeach (Targeted On-Demand Live Intervention)

- ✓ **Definition and Scope:** A responsive, on-demand teaching service providing immediate one-to-one and small-group live teaching at the exact point of student misconception or learning fatigue.
- ✓ **Scaffolding and Remediation:** Rather than merely providing answers, EDTeach educators guide students toward independent mastery using cognitive think-alouds, visual problem breakdowns, step-by-step formula rearrangements, and scaffolded sentence starters.

Live Timetabled Provision (Structured Daily and Weekly Routines)

- ✓ **Definition and Scope:** A structured, full-time educational schedule operating from **9:00 AM to 4:00 PM, Monday through Friday**, re-establishing the predictability, cognitive discipline, and routine necessary for long-term mainstream reintegration.
- ✓ **Blended Daily Scheduling:** Pupils follow a balanced timetable comprising:
 - ✓ Scheduled synchronous **EDLive** group lessons.
 - ✓ Target-driven independent e-learning pathway modules.
 - ✓ Dedicated **EDTeach** drop-in intervention and remediation slots.
 - ✓ Structured pastoral check-ins, personal development sessions, and guided reading.
- ✓ **Commissioning School Alignment:** Timetables are matched directly to commissioning schools' existing schemes of work (e.g., synchronising topic progressions in GCSE Mathematics, Sciences, and Humanities), ensuring off-site learners remain aligned with their enrolled mainstream peers.
- ✓ **Attendance and Audit Accountability:** Every minute of platform attendance, camera verification, and lesson interaction is logged in real time.

The Live Teaching Curriculum Framework

The curriculum structure balances national statutory breadth with the operational flexibility required for alternative provision cohorts, medical needs, and inclusion departments:

- ✓ **Modular Spiral Design:** Built around discrete, high-impact units that facilitate rolling admissions, part-time timetables, and short-term inclusion rotations. Foundational concepts are spiralled so joining pupils can enter without cumulative knowledge deficits.
- ✓ **Adaptive SEND and SEMH Scaffolding:** Lessons integrate accommodations directly aligned with Section F statutory provisions within Education, Health and Care Plans (EHCPs). Visual clutter is minimised, tasks are chunked, and multi-tier scaffolding supports diverse processing speeds without diluting academic challenge.
- ✓ **Diagnostic Baseline and Synoptic Assessment:** Learners complete baseline diagnostic assessments upon admission to map learning gaps. Progression is continually tracked via lesson plenaries, cumulative quizzes, and formal terminal reviews shared with the commissioning school.

Teachers' Standards Alignment in Digital Delivery

Teachers' Standard	Operational Demonstration in Live Delivery	Curriculum and Structural Execution
High Expectations and Inspiration (TS1)	setting predictable digital and establishing stable routines (09:00–16:00).	Sequenced lesson arcs with explicit learning intentions and positive reinforcement of student engagement.
Promoting Progress and Outcomes (TS2)	Real-time monitoring of response rates and quiz scores; stepping in via EDTeach to resolve misconceptions early.	Modular spiral units designed to fill cumulative knowledge gaps and secure accredited GCSE/Functional Skills outcomes.
Secure Subject Knowledge (TS3)	Explaining complex concepts with precision, modelling Tier 2/3 academic terminology, and dismantling common errors.	National Curriculum and exam-board-aligned specifications delivered exclusively by qualified subject specialists.
Well-Planned and Structured Lessons (TS4)	Blending live EDLive direct instruction with scaffolded e-learning modules, EDTeach teaching, and explicit plenaries.	Structured instructional sequencing: retrieval practice > I Do (modelling) > We Do (guided practice) > You Do (independent application).
Adaptive Teaching and Inclusion (TS5)	Dynamic scaffolding in EDTeach via think-aloud, visual breakdowns, formula modelling, and low-stakes participation tools.	Tiered task difficulties, multimodal presentation formats, and embedded EHCP/accessibility adjustments.
Accurate Assessment and Feedback (TS6)	Providing instant oral feedback during EDTeach interventions and marking written tasks within defined SLA targets.	Formative "Q Support" checkpoints, low-stakes polling, automated diagnostic tracking, and formal review reporting.
Professional Conduct and Safeguarding (Part 2)	Upholding strict digital perimeters, maintaining camera boundaries, and logging all sessions within encrypted UK repositories.	Full compliance with KCSIE, auditable attendance tracking (Codes B/D), and active filtering across all chat and media tools.

EDInclude (Inclusion, Alternative Provision and Reintegration Framework)

EDInclude is our systemic alternative provision and inclusion framework, designed to help schools eliminate persistent disruption, manage disciplinary sanctions constructively, and prevent permanent exclusions.

- ✓ **Multi-Setting Deployment:** EDInclude provides high-quality curriculum access across:
 - ✓ **Internal School Inclusion and Reflection Units:** Replaces unproductive isolation with structured academic learning and targeted behaviour repair modules.
 - ✓ **Detention and Intervention Clinics:** Deploys reflective learning modules addressing specific infractions (e.g., persistent disruption, peer conflict, substance misuse).
 - ✓ **Individual Alternative Provision (IAP):** Provides long-term, bespoke educational packages for students awaiting specialised placement or an Education, Health and Care Plan (EHCP).
 - ✓ **Off-Site and Medical Needs Education:** Delivers continuous education for students with Emotionally Based School Avoidance (EBSA), medical incapacities, or those serving fixed-period suspensions.
- ✓ **Whole-School Flexible Seat Model:**

When a school purchases an EDClass seat, the entire school gains access to the platform's curriculum content. Seats are not locked to a single pupil; they can be rotated dynamically across part-time timetables, shared between an inclusion room in the morning and off-site learners in the afternoon, providing maximum operational value.

- ✓ **Restorative Behaviour Repair:** Integrates our dedicated Behaviour Repair Curriculum, aligning directly with statutory DfE reason codes for suspensions (e.g., Bullying, Persistent Disruption, Verbal Abuse, Damage). It guides students through consequential thinking and emotional regulation, ensuring that disciplinary measures act as a catalyst for positive change.

Asynchronous Digital Content and Independent Learning

- ✓ Independent study modules allow learners to complete assigned extension tasks, consolidate knowledge through self-paced review, or engage with enrichment subjects (e.g., Physical Education, Art, Careers).
- ✓ E-learning lessons incorporate branching logic, providing immediate corrective feedback on lower-stakes checks and storing extended analytical tasks for teacher review and grading.

Section 4: Teaching Expectations and Professional Standards

This framework translates the statutory Department for Education (DfE) **Teachers' Standards** into measurable teaching practices across synchronous (EDLive, EDTeach) and asynchronous remote learning environments:

- ✓ **High Expectations and Inspiration (Standard 1):** Establishes an emotionally safe virtual classroom culture using trauma-informed positive regard, predictable digital routines, and professional communication standards tailored to re-engage vulnerable or disaffected learners.
- ✓ **Promoting Progress and Outcomes (Standard 2):** Uses live platform data (quiz scores, response speeds, task completion rates) to dynamically adjust lesson pacing, celebrate micro-achievements ("little wins"), and systematically close identified learning gaps.
- ✓ **Secure Subject Knowledge (Standard 3):** Focuses on direct, rigorous subject explanations, explicitly dismantling common misconceptions and embedding both Tier 2 (academic/cross-curricular) and Tier 3 (subject-specific) terminology.
- ✓ **Well-Planned and Structured Lessons (Standard 4):** Combines live direct instruction (EDLive) with self-paced digital tasks and explicit lesson plenaries, ensuring remote sessions follow a coherent pedagogical progression rather than passive video consumption.
- ✓ **Adaptive Teaching and Inclusion (Standard 5):** Scaffolds curriculum delivery to accommodate individual Education, Health and Care Plans (EHCPs), SEND requirements, English as an Additional Language (EAL), and Social, Emotional, and Mental Health (SEMH) profiles through flexible media, adjusted reading levels, and segmented tasks.
- ✓ **Accurate Assessment and Timely Feedback (Standard 6):** Combines instant, formative oral interventions via live 1:1 or small-group channels (EDTeach) with structured written marking returned within guaranteed Service Level Agreement (SLA) windows.
- ✓ **Professional Conduct and Safeguarding (Part Two Standards):** Embeds statutory Keeping Children Safe in Education (KCSIE) compliance into daily instruction through transparent, recorded, and auditable interactions, maintaining strict digital boundaries at all times.

Section 5: Our Daily and Weekly Support and Teaching Timetable

To ensure educational continuity and support school attendance requirements, EDClass operates a live, timetabled structure from **9:00 AM to 4:00 PM**, Monday through to Friday.

The "Eyes-on-Learning" Supervised Stream

- ✓ Learners accessing live timetabled seats who enable their camera feeds are visible to our teaching staff through the secure, multi-stream monitoring interface ("Eyes-on-Learning").
- ✓ All video and audio streams are recorded and stored on secure UK-based servers for safeguarding verification, pupil protection, and compliance audits.

Section 6: Assessment to Inform Curriculum Implementation

Assessment at EDClass is diagnostic, formative, and summative, ensuring that instruction responds directly to pupil need.

Baseline Diagnostics and Intake Profiling

This initial phase establishes an accurate academic starting point from day one, combining pre-admission data, digital diagnostics, and human pedagogical evaluation:

- ✓ **Prior Data Collation:** Upon admission, commissioning schools supply baseline attainment records, verified reading ages, prior Key Stage outcomes, and specific IEP/EHCP targets to construct the learner's initial profile.
- ✓ **Automated Progress Assessments and Gap Analysis:** Where prior school data is missing or incomplete, the platform deploys automated baseline diagnostic assessments across core subjects to identify learning gaps and prerequisite misconceptions.
- ✓ **Teacher Face-to-Face Assessment:** Automated baseline tests work directly alongside a live, face-to-face diagnostic session conducted by a qualified teacher via secure video. This personal consultation evaluates spoken comprehension, engagement demeanour, processing speed, and anxiety triggers that automated multiple-choice tests cannot capture.
- ✓ **Teacher-Led Pathway and Curriculum Adaptability:** Automated pathway recommendations are never locked or purely algorithmic. Teachers have full professional authority to modify, override, and adapt the curriculum pathway—swapping out modules, adjusting difficulty tiers, or aligning sequences with the home school's specific schemes of work based on their qualitative and diagnostic findings.

Formative Checkpoints and Live Data Adaptation (During Learning)

Continuous checks ensure students actively process knowledge and allow educators to intervene before disengagement sets in:

- ✓ **In-Lesson Formative Checks:** Every e-lesson integrates mandatory comprehension checks at regular intervals. Students must demonstrate secure retrieval at these checkpoints before subsequent content is unlocked.
- ✓ **Low-Stakes Diagnostic Tasks:** Short retrieval quizzes, targeted distractor questions, and interactive drag-and-drop activities verify procedural knowledge and sequencing without causing cognitive overload or writing fatigue.
- ✓ **Data-Informed Live Teaching:** Instructors across **EDLive** and **EDTeach** use live assessment dashboards to track active responses. Real-time telemetry allows teachers to adjust lesson pacing on the fly, direct targeted questions, and immediately adjust individual pathways.
- ✓ **Live EDTeach Reviews:** Immediate one-to-one interventions trigger when a learner struggles with an assessment checkpoint or presses the "Q Support" button, providing live verbal and visual scaffolding to resolve misconceptions.

Summative, Evaluative and Diagnostic Progression

The final stage measures cumulative mastery, validates exam readiness, and builds defensible academic evidence:

- ✓ **Evaluative and Extended Writing:** Students complete tasks ranging from concise 1-mark responses to complex 9-mark analytical essays. UK-qualified subject specialists mark these against formal exam board criteria, providing detailed written and verbal feedback.
- ✓ **End-of-Unit Mastery Tests:** Standardised evaluations completed at the end of each instructional unit to ensure core concepts are secure before advancing along the curriculum.
- ✓ **Mock GCSE Examinations:** Timed, past-paper assessments mirroring awarding body standards (AQA, Edexcel, OCR) to benchmark working grades for Key Stage 4 learners.
- ✓ **Reintegration Audits:** Comprehensive progress reports compiling attendance data, task completion rates, diagnostic gains, and teacher annotations. These provide commissioning schools, SENCos, and local authorities with concrete evidence to guide mainstream reintegration, timetable adjustments, or statutory EHCP reviews.

Section 7: Quality Assurance and Monitoring

EDClass maintains quality assurance systems to ensure that remote education matches the standard of high-performing mainstream provisions:

Teacher Quality and Lesson Observations

- ✓ All live lessons delivered through EDLive and intervention sessions on EDTeach are subject to regular, unannounced learning walks and formal observations by Senior Leaders and Subject Leads.
- ✓ Observations evaluate teacher questioning, pedagogical scaffolding, trauma-informed language, cognitive load management, and adherence to safeguarding protocols.

Marking, Assessment, and Feedback Audits

- ✓ Dedicated quality assurance managers routinely sample marked work across all subject disciplines to verify that grading aligns with examination standards, feedback is actionable, and turnaround times meet service level agreements (SLAs).
- ✓ Both digital responses and recorded verbal feedback are reviewed to ensure high professional standards.

Commissioning School Reporting and Accountability

- ✓ Commissioning schools and local authorities have continuous access to administrative portals displaying real-time attendance, lesson completion rates, formative assessment scores, and live pastoral notes.

- ✓ Comprehensive academic progress reports and reintegration readiness audits are provided for statutory meetings, annual EHCP reviews, Team Around the Child (TAC) panels, and governor oversight.

Section 8: Meeting Diverse Learner Needs

Special Educational Needs and Disabilities (SEND) and EHCPs

- ✓ **Profile-Driven Instruction:** Teachers review learner profiles, IEPs, and EHCP targets prior to live interaction, tailoring communication styles and visual aids accordingly.
- ✓ **Multimodal Platform Customisation:** The platform interface allows students to independently adjust font size, alter typography, apply coloured contrast overlays, and engage text-to-speech tools to support visual processing, dyslexia, or cognitive fatigue.
- ✓ **Graduated Release and Scaffolding:** Lessons use dual-coding, clear visual anchors, chunked instructions, and sentence stems to support learners with working memory deficits.

Social, Emotional, and Mental Health (SEMH) Needs

- ✓ **Trauma-Informed Communication:** Staff utilise unconditional positive regard, de-escalation strategies, and non-confrontational language, treating behavioural infractions as communication of underlying distress.
- ✓ **Low-Stakes Interactive Environments:** Students experiencing extreme anxiety or school phobia can participate via text chat and private messaging before transitioning to audio and video interaction at their own pace.

English as an Additional Language (EAL)

- ✓ Lessons integrate visual glossaries, dual-coded visual supports, and contextual definitions of Tier 2 and Tier 3 vocabulary to support language acquisition alongside subject knowledge.
- ✓ EDTeach instructors' model standard English articulation, adjusting their pacing to accommodate varied levels of language fluency.

Links to Other Statutory Policies

This Curriculum Policy operates in direct conjunction with our wider statutory frameworks:

- Safeguarding and Child Protection Policy (incorporating KCSIE)
- Online Safety and Acceptable Use Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour, Anti-Bullying, and Restorative Justice Policy
- Attendance and Truancy Policy
- Relationships, Sex, and Health Education (RSHE) Policy
- Data Protection Impact Assessment and GDPR Policy
- Quality Assurance and Teaching Standards Policy
- Whistleblowing and Complaints Procedures