



# Holden Knight Recruitment Ltd

## Curriculum Policy

Human Resources v1.1

Review Date: November 2027



# Curriculum Policy

## 1. Introduction

- 1.1 At Holden Knight we pride ourselves in providing highly individualised and bespoke education to children and young adults that is tailored to their individual needs. Our services are designed to cater to those who are at risk of exclusion from school or unable to engage with mainstream education.
- 1.2 This policy applies to all learners in Holden Knight. This policy takes into consideration the following statutory and non-statutory documents: The DfE Non-School Alternative Provision Voluntary National Standards 2025, Education Act 2002 , Education Reform Act 1988, National Curriculum in England, Generative AI in Education (2025), PSHE Guidance (2021), EYFS statutory framework (2025), SEND Code of Practice (2024) and the Equality Act 2010.
- 1.3 At Holden knight we offer a wide-ranging academic curriculum, tailored to the needs of its pupils. All Tutors keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and best practice. As part of our responsibility to keep abreast of the national agenda, our subject coordinators are committed to reviewing the government's revised National Curriculum which informs the educational programmes we deliver.
- 1.4 The curriculum aims to marry together the strengths of the National Curriculum with the aims and ethos of the Company. We will endeavour to take all reasonably practicable measures to fulfil the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan and in line with its obligations in regard to the SEND Code of Practice.
- 1.5 Our curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy.
- 1.6 Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support as well as being advised of the support our tutors can provide.
- 1.7 The curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences for young people in preparation for the next stage of their education and their adult lives.
- 1.8 The Company is committed, through its curriculum and extra-curricular pursuits, to help pupils to understand how to stay safe, build positive and healthy relationships as well as actively promoting inclusion and respect. The welfare and safeguarding of children and young people is paramount at all times.

## 2. Aims of the curriculum

- 2.1 We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our learners, exciting and engaging them whilst giving them ownership in their learning.

- 2.2 We believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we endeavour to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHCE, RSHE and e-safety programmes.
- 2.3 Our curriculum aims to provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- 2.4 We aim to enable learners to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- 2.5 At Holden Knight we always promote a positive attitude towards learning. We ensure equal access to learning for all learners, with high expectations for every young person and appropriate levels of challenge and support.

### **3. Objectives of the Curriculum**

- 3.1 We are committed to providing an educational environment that challenges, nurtures, excites and involves every learner through a curriculum which prepares young people for the opportunities, responsibilities and experiences of the next stage of their education and lives.
- 3.2 We aim to challenges the individual academically and allow them to discover their own strengths in the pursuit of academic excellence. We also nurture independent learning and critical thinking skills and provide opportunities for learners to express their learning and understanding in different ways.
- 3.3 Our curriculum is designed to develop learners' independent learning skills and resilience, to equip them for further/higher education and employment. It enables young people to acquire skills in speaking and listening, literacy and numeracy as well as utilising technology effectively in supporting teaching and learning and gives learners the opportunity to present work in personalised ways.

### **4. Curriculum Planning**

- 4.1 In planning the curriculum and putting this policy into practice, Holden Knight aims to ensure that:
- Lessons are challenging and have pace, rigor and direction for each of the pupils.
  - A range of relevant teaching styles are employed to ensure that we meet learner's individual needs.
  - On-going assessment informs planning.
  - Learner's learning progresses smoothly and prepares them for life beyond education. It is the tutor's role through implementing the company's curriculum policies and practices, to ensure that they provide a variety of relevant experiences for learners that serve to develop knowledge, skills and understanding and enable children to value themselves as learners.
- 4.2 Our curriculum is developed by experienced educators and subject matter experts. It is aligned with relevant academic standards and tailored to meet the individual needs of each learner. The curriculum is regularly reviewed and updated to ensure its relevance and effectiveness.

- 4.3 Each course offered at Holden Knight follows a structured and sequential approach to learning. The course materials, resources, and assignments are designed to facilitate understanding and greater knowledge of the subject matter.
- 4.4 All learners will commence the Functional Skills courses in maths and English. Through a detailed assessment plan pupils will have the opportunity to sit initial assessments in the first few weeks of their studies.
- 4.5 Following assessment, tutors may opt to enter a pupil on to a maths and/or English GCSE accelerated pathway. The GCSE accelerated pathway will include additional tutoring sessions and learners would be entered for and sit GCSE examinations through their home school.
- 4.6 Holden Knight is focused on meeting the very individual needs of all learners. These needs are varying and often complex and challenging, where the idea of a settled educational framework and environment is increasingly hard to achieve. We work hard to make sure that all pupils are treated as individuals and as a result, the curriculum design may alter to meet the needs and interests of such individuality.
- 4.7 All learners upon admission will undergo a comprehensive induction and initial assessment procedure to ensure that the curriculum content and implementation successfully meets their needs to increase best potential outcomes.

## **5. Safeguarding**

- 5.1 Within our curriculum, we build in opportunities for our learners to understand safeguarding issues which may affect them and to ensure they feel safe and supported. The inclusion of opportunities within lessons to address and promote positive relationship, health, mental well-being and resilience is adopted when considering adaptations to schemes of work and by tutors in their day-to-day practice as part of our broad and balanced curriculum offer.
- 5.2 The principles underpinning our curriculum development are with the aim of supporting our young people to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.
- 5.3 Assessment and Evaluation:\*\* Regular assessments and evaluations are conducted to monitor student progress and comprehension of the curriculum. These assessments may include quizzes, tests, assignments, and other forms of evaluation to gauge student learning outcomes.

## **6. Feedback and Support**

- 6.1 Our tutors provide constructive feedback to students based on their performance in assessments and evaluations. They also offer additional support and guidance to help students overcome challenges and enhance their learning experience.
- 6.2 We recognise that each student has unique learning needs and preferences. Therefore, our curriculum allows for flexibility in pacing and customisation to accommodate individual learning styles and requirements.
- 6.3 We maintain open communication channels with students and parents to keep them informed about curriculum updates, student progress, and any other pertinent information related to the academic support provided.

6.4 We are committed to upholding high standards of quality in our curriculum delivery. Our Tutors undergo regular training and professional development to ensure they are equipped to deliver the curriculum effectively.

6.5 Our curriculum policy complies with all relevant regulations and guidelines set forth by educational authorities. We are dedicated to maintaining transparency and integrity in our academic practices.

6.6 [Review and Revision](#)

This curriculum policy is subject to periodic review and revision to ensure its alignment with evolving educational trends and best practices. By adhering to this curriculum policy, we aim to provide a supportive and enriching learning environment that fosters academic success for all our students.