

1. POLICY STATEMENT

ROC College is committed to providing a high-quality, ambitious and personalised curriculum that enables every student to make meaningful progress from their individual starting point and develop the knowledge, skills, confidence and independence needed for their chosen future.

As a specialist post-16 college for young people aged 16–25 with Education, Health and Care Plans (EHCPs), ROC College recognises that meaningful progress and successful outcomes are individual to each student. Our curriculum is therefore designed around students' strengths, needs, prior learning, aspirations, EHCP outcomes and intended destinations. Learning is purposeful, relevant and connected to the contexts in which students will use their knowledge and skills beyond college.

The curriculum is underpinned by ROC College's golden thread, connecting each student's individual starting point to their curriculum, personal development, preparation for adulthood, aspirations and intended destination. This ensures that learning is purposeful and coherent, rather than a collection of disconnected subjects, activities or qualifications.

The College provides a balanced programme of accredited and non-accredited learning, including English and maths, vocational and employability learning, preparation for adulthood, independence, personal development, community participation, work experience and enrichment. Qualifications are used where they are appropriate and purposeful, alongside opportunities for students to develop and apply the wider knowledge, skills and behaviours needed for adult life, further learning, employment and participation in their community.

Teaching and learning at ROC College will be inclusive, evidence-informed and responsive to individual need. Staff will use appropriate adaptation, support, reasonable adjustments and accessible approaches to remove barriers to learning while maintaining appropriate ambition for every student. Students will be supported to understand their learning, develop increasing independence and apply their skills across different contexts.

Assessment is an integral part of teaching and learning. Staff will use appropriate assessment to understand students' starting points, identify what they know and can do, monitor progress, inform planning and identify appropriate next steps. Assessment will be proportionate, meaningful and accessible, and will contribute to an understanding of progress towards individual outcomes, qualifications and intended destinations.

The effectiveness of the curriculum will be evaluated through evidence of progress, achievement, application of learning, personal development, preparation for adulthood, student voice and destinations, alongside relevant statutory, funding and awarding organisation requirements.

This policy sets out the principles and expectations that underpin curriculum design, teaching, learning, assessment and quality assurance at ROC College.

2. PEOPLE AFFECTED BY THIS POLICY

This policy applies to:

- All students at ROC College.
- All staff involved in curriculum design, teaching, learning, assessment, student support and quality assurance.
- Senior leaders and managers responsible for curriculum, teaching, learning, assessment and quality assurance.
- Families, advocates and relevant external professionals, where they contribute to the planning, delivery or review of a student's programme.
- Employers, work placement providers and other partner organisations, where they contribute to students' learning, work experience, progression or preparation for adulthood.

3. OfSTED Compliance

This policy supports the College's delivery of high-quality education and contributes to the following Ofsted key judgements:

	Quality of Education	Behaviours and attitudes	Personal development	Leadership and management
	Y	Y	Y	Y
This Policy supports compliance with the following key areas	Ensuring the curriculum is ambitious, personalised and coherent; teaching and learning are effective; assessment informs learning and progress; and students develop the knowledge, skills and understanding needed for their intended destinations.	Providing an inclusive learning environment that supports engagement, positive relationships, independence, confidence and readiness to learn.	Ensuring the curriculum supports preparation for adulthood, independence, wellbeing, relationships, community participation, careers and students' individual aspirations.	Providing clear expectations for curriculum design, teaching, learning, assessment and quality assurance, with leaders using evidence of impact to evaluate and improve provision.

4. PROCEDURE (that all staff MUST follow)

4.1 Curriculum Purpose and the ROC College Model

The purpose of the ROC College curriculum is to provide each student with a coherent, personalised and purposeful programme of learning that builds from their individual starting point and supports them towards their aspirations and intended destination.

As a specialist post-16 college, ROC College recognises that students have different strengths, needs, experiences, aspirations and routes into adulthood. The curriculum is therefore designed around the individual, rather than expecting every student to follow the same programme or achieve the same outcomes.

The ROC College curriculum brings together academic, vocational, employability, personal development, preparation for adulthood and independence learning, alongside opportunities for community participation, work experience and enrichment. Accredited qualifications are included where they are appropriate and meaningful for the individual student, alongside non-accredited learning that develops knowledge, skills and confidence for life beyond college.

The College's curriculum model is underpinned by a clear golden thread:

Individual starting point → Curriculum → Personal development → Preparation for adulthood → Aspirations → Intended destination

This ensures that students experience a connected programme in which learning has a clear purpose and contributes to their longer-term development and progression.

Students are placed on a pathway that reflects their current needs, aspirations and intended next steps. The College's pathways provide a framework for organising provision, but do not replace individual curriculum planning. Each student's programme should be sufficiently flexible to respond to their progress, changing needs and developing aspirations.

The five ROC College pathways are:

- Pathway to Next Steps
- Pathway to Lifelong Learning
- Pathway to Mainstream Further Education
- Pathway to Employment
- Supported Internship

The detailed content and offer associated with each pathway is set out in the ROC College Core Offer/Study Programme.

The curriculum is delivered through a range of settings and approaches, including classroom, community, workplace and other real-world contexts, where these support the student's learning and intended outcomes. Teaching, learning and assessment should enable students to understand, practise and apply what they learn and increasingly transfer their skills across different contexts.

The College will continually evaluate whether its curriculum is enabling students to make meaningful progress and move towards their intended destinations, using evidence from assessment, individual reviews, student voice, EHCP outcomes, achievement, personal development and destinations.

4.2 Curriculum Aims

The ROC College curriculum aims to:

- **Enable meaningful progress** from each student's individual starting point, taking account of their prior learning, strengths, needs, experiences and aspirations.
- **Develop knowledge, skills and understanding** that students can apply in meaningful contexts and use beyond the classroom.
- **Prepare students for adulthood** by developing the skills, knowledge, confidence and independence needed for their individual future.
- **Support progression** towards each student's intended destination, including further education, employment, supported employment, independent living, supported day opportunities or other appropriate pathways.
- **Develop independence and self-advocacy**, enabling students to make choices, express their views, understand their strengths and needs, and increasingly take ownership of their learning and future.
- **Develop personal and social skills**, including communication, relationships, confidence, resilience, wellbeing, staying safe and participation in the wider community.
- **Provide meaningful opportunities to experience and understand the world beyond college**, including community participation, work-related learning, work experience, volunteering and enrichment where appropriate to individual needs and aspirations.
- **Provide appropriate opportunities for accreditation**, including qualifications where these are purposeful and support a student's progression, alongside meaningful non-accredited learning where this is more appropriate.
- **Develop English, mathematics and digital skills** in ways that are appropriate to students' individual needs, aspirations and intended destinations, including opportunities to apply these skills in real-life contexts.
- **Promote equality, inclusion and respect**, ensuring that all students can participate, contribute and experience appropriate challenge and ambition.
- **Ensure learning is coherent and connected**, with the curriculum, personal development and preparation for adulthood working together rather than being experienced as separate elements.

- **Respond to students' developing needs and aspirations**, ensuring that programmes can evolve as students make progress and their understanding of their future develops.

4.3 Intent

The intent of the ROC College curriculum is to ensure that every student experience a purposeful and coherent programme of learning that reflects their individual starting point, needs, strengths, aspirations and intended destination.

The curriculum is designed to enable students to:

- develop the knowledge, skills and understanding they need for their individual next steps;
- make meaningful progress from their starting points;
- develop increasing independence, confidence and self-advocacy;
- prepare for adulthood across the areas of employment, independent living, health and community participation;
- develop the personal, social and employability skills needed to participate as fully as possible in adult life;
- apply and transfer their learning across different contexts, including college, community and workplace settings;
- achieve appropriate accredited qualifications and/or meaningful non-accredited outcomes where this supports their individual goals;
- understand their own strengths, interests, aspirations and areas for development;
- experience opportunities that broaden their understanding of the world, develop their confidence and support their participation in society; and
- progress towards a meaningful intended destination, whether this is further education, employment, supported employment, independent living, supported day opportunities or another appropriate adult pathway.

The curriculum is underpinned by the principle that all students should experience appropriate ambition and challenge. Individualisation does not mean reducing expectations; it means providing the appropriate level of challenge, support, adaptation and opportunity for each student to make meaningful progress.

The curriculum should reflect the golden thread established within the ROC College model, ensuring that individual starting points inform curriculum planning and that learning contributes to personal development, preparation for adulthood, aspirations and intended destinations.

Assessment and review inform curriculum intent and ongoing curriculum planning, ensuring that programmes remain responsive to students' progress, changing needs and developing aspirations.

4.4 Implementation

The ROC College curriculum is implemented through personalised programmes that reflect each student's starting point, needs, strengths, aspirations and intended destination. Curriculum planning should translate these into meaningful learning experiences, clear progression and appropriate opportunities for students to apply their learning.

Curriculum planning

Staff will:

- use information from EHCPs, prior learning, assessment, student voice, aspirations and intended destinations to inform curriculum planning;
- identify appropriate learning priorities and progression pathways for each student;
- ensure learning is purposeful and connected to students' lives, future goals and Preparation for Adulthood;
- provide appropriate balance between accredited and non-accredited learning;
- plan opportunities for students to revisit, practise and apply knowledge and skills across different contexts;
- review and adapt programmes in response to students' progress, changing needs and developing aspirations.

Teaching and learning

Teaching and learning will be inclusive, ambitious and responsive to individual need. Staff will use appropriate evidence-informed approaches to support students to acquire, develop and apply knowledge and skills.

This may include explicit teaching, modelling, questioning, scaffolding, guided practice, independent practice, retrieval and opportunities to apply learning in practical and real-world contexts. Approaches should be selected according to the learning objective and individual student needs, rather than applied as a fixed teaching model.

Staff will use appropriate adaptations, reasonable adjustments, communication approaches, assistive technology and other support to remove barriers to participation and learning. Support should promote increasing independence wherever possible.

Learning beyond the classroom

Where appropriate to individual programmes and aspirations, students will have opportunities to learn and apply their skills through:

- community-based learning;
- work experience and work-related learning;
- further education and employer engagement;
- independent living activities;

- volunteering and social action;
- enrichment and wider personal development opportunities.

These experiences should be purposeful and linked to the student's curriculum and intended outcomes rather than being additional activities disconnected from learning.

Assessment and progress

Assessment will be embedded within teaching and learning and used to:

- establish and review students' starting points;
- identify knowledge, skills and areas for development;
- inform teaching and curriculum planning;
- provide meaningful feedback;
- monitor progress towards individual outcomes and qualifications where applicable; and
- identify appropriate next steps.

Assessment approaches should be proportionate, accessible and appropriate to the student and the learning being assessed.

Curriculum coherence

All elements of a student's programme should contribute to the golden thread, connecting:

Individual starting point → Curriculum → Personal development → Preparation for adulthood → Aspirations → Intended destination

Staff should understand how their area of teaching or support contributes to this wider journey and ensure that learning is connected wherever possible.

Quality and review

Curriculum implementation will be evaluated through appropriate quality assurance activity, including evidence from teaching and learning, assessment, student progress, student voice, individual reviews and destinations.

Findings will be used to identify strengths, address areas for development and continually improve the quality and impact of the curriculum.

4.5 Impact

The impact of the ROC College curriculum is demonstrated through the progress, development and outcomes of individual students, rather than through qualifications or other single measures alone.

The College evaluates whether students:

- make meaningful progress from their individual starting points;
- develop and apply knowledge, skills and understanding across different contexts;
- make progress towards their individual curriculum, EHCP and Preparation for Adulthood outcomes, where applicable;
- develop increasing confidence, independence and self-advocacy;
- develop the personal, social, communication and employability skills needed for their future;
- achieve appropriate qualifications and other meaningful outcomes;
- participate increasingly effectively in college, community and workplace settings;
- develop a clearer understanding of their aspirations and future options; and
- progress towards meaningful intended destinations in further education, employment, supported employment, independent living, supported day opportunities or other appropriate adult pathways.

Evidence of curriculum impact will be drawn from a range of sources, including assessment and progress information, individual reviews, EHCP outcomes, student voice, qualification achievement, work experience and other real-world learning, personal development and destinations data.

Curriculum impact will be reviewed at individual, programme and College level. Findings will inform curriculum planning, teaching and learning, staff development and quality improvement, ensuring that the curriculum remains responsive to students' needs and aspirations.

4.6 Pathways

ROC College provides a range of curriculum pathways designed to support students towards their individual aspirations and intended destinations. Pathways provide a framework for organising curriculum provision while recognising that each student's programme is personalised according to their starting point, needs, strengths, aspirations and progression goals.

The five curriculum pathways are:

1. Pathway to Next Steps

Supports students to develop the knowledge, skills, confidence and experience needed for their next stage of education, training or employment.

2. Pathway to Lifelong Learning

Focuses on developing functional skills, independence, wellbeing, community participation and preparation for adult life, where these are the student's primary areas of progression.

3. Pathway to Mainstream Further Education

Supports students who aspire to progress to further education by developing the academic, social, practical and personal skills required for their intended course and setting.

4. Pathway to Employment

Supports students to explore career aspirations, develop employability skills and gain meaningful experience of the workplace, with progression towards employment or further work-related learning.

5. Supported Internship

Provides a structured programme of workplace learning and employment preparation, with appropriate support and job coaching, for students whose intended destination is paid employment.

Pathway placement and curriculum planning will be informed by the student's individual starting point, aspirations, needs, EHCP outcomes where applicable, progress and intended destination. A student's pathway may develop or change as their skills, confidence, needs or aspirations change.

The detailed curriculum offer and provision associated with each pathway is set out in the ROC College Core Offer/Study Programme.

1 Pathway to Next Steps 	2 Pathway to Lifelong Learning 	3 Pathway to FE 	4 Pathway to Employment 	5 Supported Internship 
• Bespoke 1-1 curriculum based on individuals needs and aspirations • Developing numeracy and literacy skills through community participation • Preparing for adulthood and independence • Access to bite-size qualifications and training • Opportunities to complete the ROC College Bronze, Silver or Gold Trailblazer Awards • Opportunity to complete at least 1 work experience placement • Opportunity to complete qualifications with OCN London and City & Guilds in line with career aspirations • Complete Functional Skills Maths/English or GCSEs • Exploring careers and interpersonal skills for work • Opportunities to engage in activities that support Health, Wellbeing, British Values, Relationships and staying safe • Opportunities to explore Independent Living, FE and Employment pathways	• Bespoke 1-1 curriculum based on individuals needs and aspirations • Developing numeracy and literacy skills through community participation • Preparing for adulthood and independence • Access to bite-size qualifications and training • Opportunities to complete the ROC College Bronze, Silver or Gold Trailblazer Awards • Opportunities to engage in activities that support Health, Wellbeing, British Values, Relationships and staying safe • Opportunities to access supported day opportunities • Opportunities to explore Independent Living pathways	• Small group learning focused on exploring courses, colleges and working towards entry requirements • Opportunities to visit a range of local FE colleges • Opportunities to complete qualifications with OCN London and City & Guilds in line with FE aspirations • Complete Functional Skills Maths/English or GCSEs • Opportunities to apply for courses with transition support provided by the Pastoral Team • Opportunities to engage in activities that support Health, Wellbeing, British Values, Relationships and staying safe • Opportunities to explore Independent Living pathways	• Small group learning via our 'Preparation for Work' programme focused on exploring careers and developing skills for employment • Opportunity to complete at least 2 work experience placements • Opportunities to complete qualifications with OCN London and City & Guilds in line with career aspirations • Complete Functional Skills Maths/English or GCSEs • Access support from a trained Job Coach • Access to SpringPod and virtual work experience • Access to Job Clubs • Exploring careers and interpersonal skills for work • Opportunities to engage in activities that support Health, Wellbeing, British Values, Relationships and staying safe • Opportunities to explore Independent Living pathways	• 1-1 Supported Internship Programme working with a Job Coach 2 days a week and a learning Mentor 1 day a week • Opportunity to complete work experience (2 days a week) with the same employer • Opportunities to complete qualifications with OCN London and City & Guilds in line with career aspirations • Complete Functional Skills Maths/English or GCSEs • Support applying for jobs and attending interviews • Support applying for apprenticeships • Opportunities to engage in activities that support Health, Wellbeing, British Values, Relationships and staying safe • Opportunities to explore Independent Living pathways

4.7 Accredited Learning

ROC College provides opportunities for students to achieve recognised and meaningful qualifications where accreditation supports their individual learning, aspirations and intended destination.

Accredited learning will be selected and planned according to each student's starting point, prior attainment, needs, strengths, aspirations and progression goals. Qualifications will not be pursued simply because they are available; they should have a clear purpose within the student's wider curriculum and contribute to their intended outcomes.

The College may provide qualifications across a range of levels and subject areas, including qualifications offered through recognised awarding organisations such as OCN London and City & Guilds. Where appropriate, students may also access GCSEs or other qualifications through internal or external provision.

Accredited learning will:

- provide appropriate challenge and progression from the student's prior attainment;
- develop knowledge and skills that have relevance to the student's aspirations and future;
- be delivered using appropriate teaching, support, adaptation and reasonable adjustments to enable students to access learning and assessment;
- provide opportunities for students to apply their learning in practical and real-world contexts;
- be appropriately assessed and quality assured in accordance with awarding organisation requirements; and
- form part of the student's wider curriculum rather than being viewed in isolation from personal development, preparation for adulthood, independence and progression.

Where a qualification is not appropriate or accessible for an individual student, the College will consider appropriate non-accredited learning and alternative ways of demonstrating meaningful progress. Decisions about exemptions from qualification requirements will be made in accordance with the relevant College guidance and statutory requirements.

For students studying English and/or mathematics, the College will provide an appropriate pathway based on individual starting points and progression needs. Detailed expectations for English and mathematics provision, qualifications and exemptions are set out in the Maths and English Strategy and Functional Skills Policy and Exemption Guidance.

The College will monitor achievement, progress and the impact of accredited learning to ensure that qualifications remain appropriate, purposeful and ambitious for individual students.

4.8 Non-Accredited Learning

Not all meaningful learning at ROC College leads to an external qualification. Non-accredited learning is an integral part of the curriculum and provides opportunities for students to develop knowledge, skills, confidence and independence that support their individual aspirations and preparation for adulthood.

Non-accredited learning may include:

- Skills for Independence, including practical skills for everyday living, independence and community participation;
- Preparation for Adulthood (PfA), supporting development across the areas of employment, independent living, health and community participation;
- personal, social, health and wellbeing learning (PSHE), including relationships, staying safe, confidence, resilience and self-advocacy;
- community participation and social action, including volunteering and opportunities to contribute to the wider community;
- careers, employability and work-related learning, where appropriate to the student's pathway and aspirations;
- enrichment and wider learning opportunities, including creative, physical, social and cultural activities; and
- ROC College Trailblazer Awards, providing students with opportunities to work towards and celebrate achievement through the Bronze, Silver and Gold Awards.

Non-accredited learning will be planned, purposeful and connected to individual student outcomes. Students should have opportunities to practise and apply their learning in meaningful contexts, including college, community and workplace settings where appropriate.

Progress and achievement in non-accredited learning will be recognised through appropriate assessment and review, including evidence of progress towards individual targets, EHCP outcomes, Preparation for Adulthood outcomes and the ROC College Trailblazer Awards where applicable.

The College recognises that meaningful progress is not always demonstrated through external qualifications. Non-accredited learning therefore forms an equally important part of the curriculum where it supports a student's individual needs, aspirations and intended destination.

The detailed offer of non-accredited learning within each pathway is set out in the ROC College Core Offer/Study Programme.

4.9 Work-Based Learning and Employment Preparation

ROC College recognises that preparation for employment is an important part of the curriculum for students whose aspirations and intended destinations include employment.

The curriculum will provide appropriate opportunities for students to develop the knowledge, skills, confidence and experience needed to explore, access and sustain employment. This may include:

- careers education, information, advice and guidance (CEIAG);
- employability and work-related learning;
- employer encounters and workplace experiences;
- work experience and volunteering;
- development of communication, interpersonal and transferable workplace skills;
- travel training and development of independence;
- opportunities to apply English, mathematics and other learning in real-world contexts; and
- support to understand individual strengths, interests, aspirations and areas for development.

The nature and extent of employment preparation will be determined by each student's starting point, needs, aspirations, pathway and intended destination. Students will be supported to develop increasing independence and to understand the skills and experiences they need for their chosen future.

Where employment is an intended destination, the College will support appropriate progression towards paid employment, supported employment, apprenticeships, supported internships or other suitable work-related destinations.

Specific employment programmes and pathways, including their curriculum content, structure and delivery arrangements, are set out in the ROC College Core Offer/Study Programme and relevant programme documentation.

4.10 Maths and English Qualifications

ROC College recognises that English and mathematics are essential to students' education, employment, independence and participation in everyday life. The curriculum provides every student with appropriate opportunities to develop, apply and progress their skills in these areas.

English and mathematics provision is personalised according to each student's individual starting point, prior learning, needs, strengths, aspirations and intended destination. Students may work towards recognised qualifications, including Functional Skills and GCSEs, where these are appropriate and purposeful for their individual pathway.

Teaching and learning will:

- develop students' knowledge, skills and understanding in English and mathematics;
- provide appropriate challenge and progression from each student's starting point;
- use a range of approaches, including targeted teaching, small-group and individual provision, and opportunities to embed and apply skills across the wider curriculum;
- provide meaningful opportunities to apply English and mathematics in real-life, community, employment and independent living contexts;
- use appropriate adaptations, reasonable adjustments and support to enable students to participate and make progress; and
- enable students to increasingly use their skills independently and confidently across different contexts.

Where a student is working towards a qualification, the College will provide an appropriate pathway based on their prior attainment, current level and progression needs. Qualification pathways may include Entry Level, Functional Skills and GCSE, where appropriate.

Where a student is exempt from a qualification requirement, this does not remove the opportunity or expectation to develop appropriate English and mathematics skills. Students will continue to receive meaningful opportunities to develop and apply these skills through targeted provision and/or the wider curriculum, according to their individual needs.

The College will monitor students' progress in English and mathematics through appropriate assessment and review, ensuring that provision remains responsive to their development and future aspirations.

Detailed requirements relating to English and mathematics provision, qualification pathways, Functional Skills, GCSEs, assessment and exemptions are set out in the Maths and English Strategy, Functional Skills Policy and Functional Skills Exemption Guidance.

4.11 Health and Safety

Health and safety is an integral part of curriculum delivery at ROC College. Students will be supported to develop the knowledge, skills and awareness needed to make safe choices in college, community, workplace and independent living contexts.

Health and safety will be embedded within relevant curriculum activities and taught explicitly where required by the learning, setting, activity or student's individual needs. This may include understanding risks and hazards, using equipment safely, following appropriate procedures, maintaining personal safety and responding appropriately to potential risks.

Students will have opportunities to apply health and safety knowledge in real-world contexts, including community-based learning, vocational activities and work experience, where appropriate.

Teaching and learning will take account of relevant risk assessments, individual needs, reasonable adjustments and safeguarding requirements to ensure that students can participate safely while developing increasing independence and responsibility.

The detailed arrangements for health and safety, risk management and safe working practices are set out in the College's relevant Health and Safety, Safeguarding and risk assessment policies and procedures.

4.12 British Values

ROC College promotes the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs through the curriculum and wider student experience.

British Values will be taught and reinforced in ways that are accessible, meaningful and relevant to individual students, taking account of their needs, experiences and stage of development. They may be addressed through PSHE, Skills for Independence, vocational and employability learning, community-based learning, enrichment and everyday interactions within the College.

The curriculum will provide opportunities for students to:

- understand and exercise their rights and responsibilities;
- develop their ability to make choices and express their views;
- develop respect for themselves and others;
- understand the importance of rules, boundaries and the rule of law;
- develop positive relationships and recognise and respect difference;
- participate in decision-making and contribute to their community; and
- develop the confidence and skills needed to participate as independently as possible in wider society.

British Values will be considered alongside personal development and Preparation for Adulthood, supporting students to develop the knowledge, skills and confidence to participate safely and positively in their communities and future workplaces.

The College will ensure that British Values are promoted consistently through the curriculum and wider student experience, while recognising that the way they are explored and applied will vary according to individual students and contexts.

4.13 Equality, Diversity, and Inclusion (EDI)

ROC College is committed to promoting equality, diversity and inclusion throughout the curriculum and wider student experience. Every student should be able to access, participate

in and benefit from a curriculum that recognises and values their individual identity, strengths, experiences and perspectives.

Curriculum planning, teaching and learning will:

- promote equality of opportunity and remove or reduce barriers to participation and learning;
- take account of students' individual needs, including SEND, communication needs and different ways of learning;
- use appropriate adaptation, reasonable adjustments, accessible resources and assistive technology where required;
- promote respect for different backgrounds, identities, beliefs, experiences and perspectives;
- provide opportunities for students to develop an understanding of equality, diversity, inclusion and their rights and responsibilities;
- challenge prejudice, discrimination, stereotypes and inappropriate behaviour;
- ensure that students are supported to express their views, make choices and participate in their learning and wider College life; and
- reflect the diversity of the wider community through appropriate curriculum content, resources, experiences and opportunities.

EDI will be embedded across the curriculum, including through PSHE, British Values, personal development, community participation and vocational and employability learning, where relevant.

The College will monitor the accessibility and inclusivity of the curriculum through student voice, curriculum review and quality assurance activity, using evidence to identify and address barriers and improve students' experiences and outcomes.

The College recognises that equality does not mean treating every student in exactly the same way. Personalised provision, appropriate support and reasonable adjustments enable students to access the same opportunities and experience appropriate ambition and challenge.

4.14 Curriculum Planning

Effective curriculum planning ensures that learning is purposeful, coherent, appropriately sequenced and personalised to each student's starting point, needs, aspirations and intended destination.

Planning will:

- build on students' prior learning, assessment information, strengths and needs;
- reflect individual curriculum priorities and relevant EHCP outcomes;
- provide appropriate challenge, support and progression;

- bring together accredited and non-accredited learning where appropriate;
- provide opportunities for students to develop, practise and apply knowledge and skills across different contexts;
- incorporate appropriate opportunities for assessment and feedback to inform teaching and next steps; and
- remain flexible and responsive to students' progress, changing needs and developing aspirations.

Curriculum planning will be reviewed regularly to ensure that it remains relevant, purposeful and aligned with the golden thread from individual starting point through to intended destination.

Detailed expectations for planning, including planning cycles, templates and recording arrangements, will be set out through relevant College procedures and staff guidance.

4.15 Monitoring Teaching and Learning

ROC College monitors the quality and effectiveness of teaching and learning to ensure that students receive a high-quality, ambitious and personalised education and that the curriculum is having the intended impact.

Monitoring will consider:

- the quality and effectiveness of teaching;
- the extent to which learning is appropriate, purposeful and responsive to individual needs;
- students' engagement, participation and increasing independence;
- the progress students make from their individual starting points;
- the development and application of knowledge, skills and understanding;
- the effectiveness of assessment and feedback in supporting learning;
- the extent to which curriculum delivery reflects the golden thread and students' intended outcomes; and
- student voice and experience.

A range of appropriate quality assurance activities may be used to evaluate teaching and learning, including learning visits, lesson observations, work scrutiny, student feedback, curriculum reviews and other evidence-based activities.

Monitoring will be undertaken in a way that is proportionate, purposeful and supportive, recognising the importance of staff wellbeing and professional development. Feedback will identify strengths and areas for development and contribute to appropriate support, professional learning and curriculum improvement.

Findings from monitoring will contribute to curriculum evaluation, quality improvement planning and the College's wider quality assurance processes. Leaders will use evidence from

across the curriculum to identify themes, celebrate effective practice and address areas where improvement is required.

The specific arrangements, frequency and methodology for monitoring teaching and learning are set out in the College's relevant quality assurance framework and procedures.

4.16 Marking and Feedback

Marking and feedback are integral to effective teaching and learning at ROC College. They are used to help students understand what they have learned, recognise their progress, identify next steps and develop increasing independence in their learning.

Feedback will be:

- purposeful and proportionate, focused on supporting learning and progress rather than generating unnecessary workload;
- clear and accessible, taking account of individual communication and learning needs;
- timely, so that students can use feedback to inform their learning and next steps;
- responsive to individual starting points, curriculum goals and intended outcomes; and
- used to support students to increasingly reflect on, respond to and take ownership of their learning.

Feedback may be provided in a range of ways, including verbal, written, visual and other accessible approaches, according to the student's needs and the nature of the learning.

Marking and feedback should support progress in knowledge, skills, understanding, independence and the application of learning, including where appropriate progress towards qualifications, EHCP outcomes and intended destinations.

The effectiveness of marking and feedback forms part of the College's wider monitoring and quality assurance of teaching and learning.

Detailed expectations and procedures for marking and feedback are set out in the College's Marking and Feedback Policy.

4.17 Roles and Responsibilities

Effective curriculum design, teaching, learning, assessment and quality assurance at ROC College depend on clear roles, shared accountability and effective collaboration.

Governing Body / Education Committee

- Provides appropriate oversight of the quality and effectiveness of the curriculum.
- Holds leaders to account for the quality of education and student outcomes.

- Ensures appropriate oversight of statutory, regulatory and funding requirements.

Senior Leadership

- Provides strategic leadership and oversight of curriculum, teaching, learning and assessment.
- Ensures that the curriculum supports the College's aims, students' needs and intended outcomes.
- Ensures appropriate resources, staffing and professional development are available to support effective delivery.
- Uses quality assurance and outcome information to identify strengths and priorities for improvement.

Curriculum Leadership

- Leads the development, implementation and review of the curriculum across the College.
- Ensures curriculum design and delivery reflect students' starting points, EHCP outcomes, aspirations and intended destinations.
- Supports Curriculum Managers and teaching staff to develop coherent, ambitious and inclusive programmes.
- Uses evidence from assessment, student voice, quality assurance and destinations to inform curriculum improvement.

Curriculum Managers

- Lead the planning, delivery and review of curriculum provision within their areas.
- Support staff to deliver purposeful, personalised and inclusive learning.
- Monitor student progress and contribute to quality assurance and curriculum improvement.
- Work with relevant colleagues to ensure appropriate assessment, accreditation and awarding organisation requirements are met.

Teaching and Assessment Staff

- Plan and deliver high-quality learning that is responsive to individual student needs and curriculum goals.
- Use assessment and feedback to inform teaching, monitor progress and identify next steps.
- Support students to develop knowledge, skills, independence and the ability to apply learning across contexts.
- Contribute to curriculum review, quality assurance and professional development.

Learning Support and Employment Staff

- Support students to access and engage with learning, promoting increasing independence and self-advocacy.
- Work collaboratively with teaching and curriculum staff to reduce barriers to learning and support individual outcomes.
- Where relevant, support students to apply their learning in community, workplace and other real-world contexts.

All Staff

- Maintain high expectations for students while recognising individual starting points, needs and aspirations.
- Promote inclusion, equality, respect, safeguarding and positive relationships.
- Contribute to a culture of continuous improvement and professional learning.
- Work collaboratively to support the College's golden thread from individual starting point through curriculum, personal development and preparation for adulthood to aspirations and intended destination.

Specific responsibilities and operational arrangements are set out in relevant job descriptions, policies, procedures and programme documentation.

5. Contacts

If you have any queries or concerns regarding this guidance, please contact the relevant person.

SUBJECT	CONTACT	TELEPHONE
Clarification on points of policy	Kate Vincent	01803 868550
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6. Related links

INTRANET ADDRESS FOR THIS GUIDANCE

POLICIES, FORMS AND DOCUMENTS	EXTERNAL GUIDANCE AND REQUIREMENTS
• ROC College Core Offer / Study Programme • Maths and English Strategy • Maths and English Functional Skills Policy • Maths and English Functional Skills Exemption Guidance • Marking and Feedback Policy	The curriculum is delivered in accordance with relevant legislation, statutory guidance, funding requirements and awarding organisation requirements, including where applicable: • Education and Skills Act 2008 • Equality Act 2010 • SEND Code of Practice: 0 to 25 years

• Examination and Assessment Procedures • Curriculum Quality Assurance Framework / relevant quality assurance procedures • Preparation for Adulthood / Personal Development documentation • Safeguarding Policy • Equality, Diversity and Inclusion Policy • Health and Safety Policy • Careers / CEIAG documentation, where applicable	• Department for Education requirements for 16–19 study programmes • Relevant Ofsted inspection requirements • Relevant awarding organisation regulations and guidance
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7. Document Control		
VERSION	DATE OF ISSUE	DATE OF NEXT REVIEW
2	31.08.2025	31.08.2026
3	September 2026	August 2027