

Tutor Doctor Essex Curriculum Policy Aug 2025

Statement of Intent

Tutor Doctor Essex as an Alternative Provision is an educational initiative designed to support students unable to access mainstream education for various reasons or those unsuited to traditional educational pathways. Our curriculum is inclusive, flexible, and tailored to provide opportunities for all students to succeed throughout the academic year. We work collaboratively with schools, local authorities, and other organisations to support students in achieving their potential outside the constraints of mainstream education.

Tutor Doctor Essex recognises the diverse needs of our students, who may join us due to:

- Mainstream education failing to cater to their unique strengths and weaknesses.
- A history of exclusions or risk of permanent exclusion, making alternative provision a constructive pathway.
- Irregular school attendance, reducing the likelihood of achieving qualifications.

Curriculum Aims

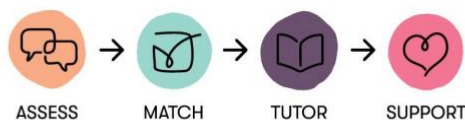
Our primary aim is to deliver a dynamic, engaging curriculum through high-quality teaching and creative learning experiences. We empower students to become confident, responsible members of their community, promoting the five key outcomes of the “**Every Child Matters**” framework. Real-world experiences and transferable skills are at the core of our curriculum to ensure positive progressions into further education, training, or employment.

Individualised Tuition is provided by Tutor Doctor Essex by one-to-one sessions or in a group setting delivered by skilled tutors. Our 121 sessions are delivered in flexible settings, including libraries, Youth Centre, Church Halls, homes or schools. These sessions are designed to meet the unique needs of each student, providing:

- Bespoke English and Maths lessons, building confidence and addressing specific areas for improvement.
- Science modules integrated into personal development plans, focusing on applied topics such as health and mechanical principles.
- Targeted support for Functional Skills or GCSE preparation, ensuring measurable progress.

By offering individualised tuition, we aim to create a supportive learning environment where students can thrive at their own pace. All teaching aligns with UK guidelines and legislation to ensure compliance and quality.

Tutor Doctor Essex provides a personalised curriculum adapted to each student’s current level, rather than age-related or school-expected levels. Our flexible education packages include:



- Core subjects such as English, Maths and Science, ranging from Entry Level Functional Skills to GCSEs, following examination board requirements (e.g., AQA, EdExcel, OCR).
- Practical skills development tailored to individual student goals.

Organisation and planning

Primary KS1 / KS2

The curriculum is designed to:

- **Develop Core Skills:** Focus on fundamental skills such as literacy, numeracy, and critical thinking.
- **Foster Holistic Development:** Encourage physical, social, emotional, and intellectual growth.
- **Promote Curiosity and Creativity:** Inspire curiosity about the world and creativity through diverse learning experiences.
- **Lay Foundational Knowledge:** Build foundational knowledge in key subjects like Math, Science, English, and PSHE.
- **Instil Values and Citizenship:** Teach values such as respect, responsibility, and teamwork, promoting good citizenship
- **Prepare for Future Learning:** Equip students with skills and knowledge for seamless transition to secondary education.
- **Cater to Diverse Needs:** Provide inclusive learning that meets the varied needs of all learners.

It's goal is to create a supportive, engaging, and balanced framework that nurtures lifelong learning and development.

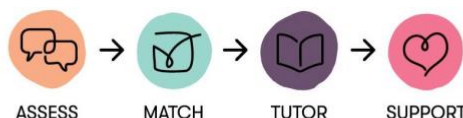
Secondary

The curriculum is designed to:

Support students who, for various reasons, may not thrive in mainstream education settings. It aims to provide tailored education and support to meet the individual needs of these students, helping them overcome barriers to learning and achieve their potential. The main purpose is:

Re-engagement in Learning

- Reignite interest in education by offering a flexible, engaging, and personalised approach.
- Focus on rebuilding confidence and motivation in students who may have struggled with traditional education.



Meeting Individual Needs

- Address specific challenges, such as behavioural issues, mental health concerns, or learning difficulties.
- Offer smaller class sizes, targeted interventions, and one-to-one support.

Core Academic Focus

- Ensure students continue to make progress in key areas like English, Maths, and Science.
- Provide access to the National Curriculum while adapting it to individual learning levels and styles.
- Offering accredited courses for entry level, functional skills and GCSEs in core subjects.

Skill Development

- Promote the development of social, emotional, and behavioural skills.

Support Transition

- Support students in transitioning back to mainstream education, further alternative provisions, or post-16 education and training.

Holistic Approach

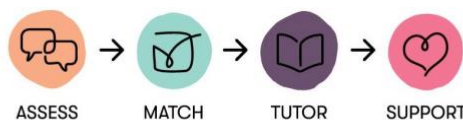
- Integrate support for wellbeing, mental health, and resilience alongside academic progress.
- Collaborate with families, therapists, and external agencies to ensure a rounded approach.

By focusing on individual progress and personal growth, our curriculum aims to empower students to overcome challenges and build a pathway to success.

Post 16

Academic Development:

- **Functional Literacy and Numeracy:** Ensure students gain essential skills in reading, writing, and mathematics for everyday life.
- **Flexible Subject Options:** Offer diverse subjects aligned with individual interests, strengths, and career aspirations.
- **Personalised Learning Plans:** Develop individualised curricula to address gaps in knowledge and cater to unique needs.



- **Preparation for Qualifications:** Support students in achieving relevant qualifications, including GCSEs, vocational awards, or functional skills.

Personal Development:

- **Social and Emotional Skills:** Promote emotional regulation, resilience, and interpersonal skills.
- **Behavioural Support:** Encourage positive behaviour through restorative practices and targeted interventions.
- **Confidence and Self-Esteem:** Build self-belief and a growth mindset in students.
- **Cultural Awareness and Inclusion:** Foster an understanding of diverse cultures and perspectives.

Vocational and Career Readiness:

- **Workplace Skills:** Teach employability skills, including teamwork, problem-solving, and time management.
- **Career Guidance:** Provide tailored advice and opportunities for work experience.
- **Entrepreneurial Education:** Introduce entrepreneurial skills to encourage creativity and independence.

Practical and Life Skills

- **Independent Living Skills:** Equip students with essential skills like budgeting, cooking, and managing responsibilities.
- **Health and Wellbeing:** Emphasise physical and mental health, including fitness, nutrition, and mindfulness.

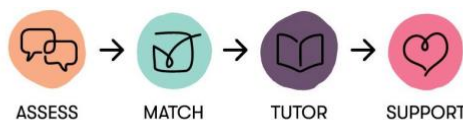
Enrichment and Engagement

- **Arts Award:** Offer opportunities in music, drama, and visual arts to build confidence and expression.
- **Physical activities:** Provide activities like boxing, outdoor education, and team challenges to improve physical and mental well-being.

These aims create a supportive, tailored, and holistic learning environment to help students thrive both in and beyond school.

English Language

Our English lessons develop students' spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our students to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. We develop writing skills so that students have the



stamina to express themselves in writing. To support students in moving towards independent writing we provide a wide range of activities including use of film and imagery, guided writing exercises, self-critiquing and discussion.

We encourage students to express and exchange ideas and develop a more sophisticated vocabulary. Handwriting and spelling skills are developed during every lesson. A range of extra activities are used to promote literacy within the PSHE.

Tutor Doctor Essex uses the assessment objectives (AO) as set by Ofqual and incorporates these objectives within the curriculum for each student to help them develop at their own speed and at their own level.

The Scheme of work covers the following assessment objectives:

AO1: Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

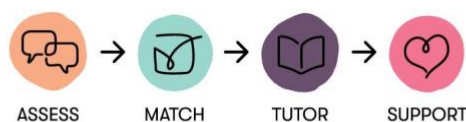
AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Maths

Our students understand the importance of Maths, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving across the curriculum. We build on skills and understanding in a step-by-step way to work towards the GCSE and Functional Skill assessment criteria.



Tutor Doctor Essex uses the following assessment objectives for the maths curriculum

AO1 Use and apply standard techniques Students should be able to: accurately recall facts, terminology and definitions, use and interpret notation correctly, accurately carry out routine procedures or set tasks requiring multi-step solutions

AO2 Reason, interpret and communicate mathematically Students should be able to: make deductions, inferences and draw conclusions from mathematical information, construct chains of reasoning to achieve a given result, interpret and communicate information accurately, present arguments and proofs, assess the validity of an argument and critically evaluate a given way of presenting information

AO3 Solve problems within mathematics and in other contexts Students should be able to: translate problems in mathematical or non- mathematical contexts into a process or a series of mathematical processes, make and use connections between different parts of mathematics, interpret results in the context of the given problem, evaluate methods used and results obtained, evaluate solutions to identify how they may have been affected by assumptions made.

Science

To provide a well-rounded curriculum, science is integrated into individual tuition plans. Applied Science topics, including personal health and mechanical principles, are tailored to individual student needs and may lead to certifications at Entry Level or Level 1.

Tutor Doctor Essex is committed to improving student outcomes through community involvement. Our projects promote transferable skills such as communication, organisation, and teamwork, preparing students for future success in education, employment, and beyond.

For students attending full-time, additional academic sessions are incorporated to meet individual goals.

PSHE/RSE

As part of the curriculum at Tutor Doctor Essex, personal, Social and Health Education (PSHE) is designed to equip students with the knowledge, skills and understanding they need to lead safe, healthy and fulfilling lives. This programme supports their development by fostering positive relationships, promoting emotional wellbeing, and addressing topics such as physical health, mental health, personal safety and respect for others.

Learners Journey/ Transitions Pathway

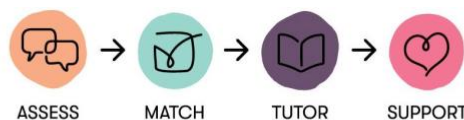
Our transition Pathway

Initial Referral and Assessment

Referral Process:

- Students are referred by their school, local authority, or other relevant agency.
- Comprehensive referral documentation is submitted, including previous academic history, behavioural reports, and additional needs assessments.

Initial Meeting:



- Conduct a meeting with the student, parents/carers, and referrer to discuss the student's needs, goals, and challenges.
- Outline the purpose of AP, expected outcomes, and available support.
- Baseline Assessment: Assess the student's academic levels (English, maths, etc.), social-emotional needs, and learning preferences.
- Use tools such as BKSb/Century Tech/Get My Grades for literacy/numeracy tests and evaluations, EHCP (if applicable), and a strengths-based assessment.

Personalised Plan Development

- Set SMART targets (Specific, Measurable, Achievable, Relevant, Time-Bound) tailored to the student's needs.
- Identify core academic goals (e.g., English, maths, functional skills), social-emotional targets, and career aspirations.

Induction Phase

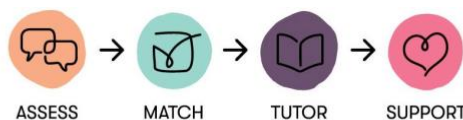
- Orientation: Provide a detailed introduction to the AP setting, including routines, staff, and behavioural expectations.
- Offer a phased start if needed to ease the student into the new environment.
- Building Relationships: Establish trust with staff and peers through small group activities and 1:1 support.
- Begin with short-term achievable tasks to build confidence.

Ongoing Monitoring and Support

- Deliver a tailored curriculum that includes core subjects (English, maths, PSHE) and vocational or interest-based options.
- Progress Reviews: Conduct regular reviews (half-termly or termly) with the student, parents/carers, and referring agency.
- Adjust the ILP based on progress, challenges, or changing needs.
- Student Voice: Involve the student in evaluating their own progress and setting new targets.

Transition Planning (Exit Phase)

- Destination Pathway: Work with the student, parents/carers, and stakeholders to identify the next step—mainstream school reintegration, vocational training, further education, or employment.
- Tailor support to the chosen pathway, e.g., arranging taster days, career guidance, or CV-building sessions.
- Reintegration Support: If returning to mainstream education, develop a reintegration plan with phased attendance, academic catch-up plans, and a designated school contact for ongoing support.
- Provide detailed handover documentation, including the student's progress, strategies that worked well, and areas needing continued support.



Roles and Responsibilities

Director Responsibilities:

- Approve, monitor, and update the policy, ensuring the curriculum is inclusive.
- Collaborate with teachers and tutors on curriculum planning and pupil progress.
- The companies' procedures for assessment meet all legal requirements

Teachers/ Tutors Responsibilities:

- Deliver the curriculum consistently and creatively.
- Plan lessons to cater to varied learning styles and abilities.
- Support pupils with SEND and SEMH
- Report pupil progress and work to bridge attainment gaps.
- To oversee the implementation of the agreed curriculum with the setting and provide the guidance and support needed.

Monitoring and Assessment

- Informal assessments are conducted termly, with results shared with directors, pupils, and parents.
- National assessments are also completed and reported.
- Pupils with EAL and SEND are assessed with adjustments as necessary.

Equal Opportunities

The organisation does not tolerate any form of discrimination, as per the nine protected characteristics in the Equality Act 2010:

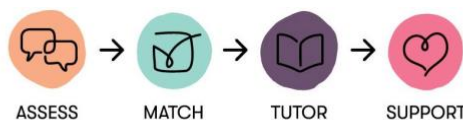
- **Protected Characteristics:** Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Discrimination in teaching or pupil behaviour is addressed following school policies. The SLT ensures a curriculum that celebrates diversity and is aligned with the Equal Opportunities Policy.

Inclusion

Teachers and tutors set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
-



- Pupils with SEND
- Pupils with English as an additional language (EAL)

Staff will plan lessons so that pupils with SEN and/or disabilities can study National Curriculum subjects, wherever possible, and ensure that there are no barriers to every pupil achieving. Staff will also take account of the needs of pupils whose first language is not English. Sessions will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Tutor Doctor Essex is committed to ensuring equal access to education for all students. Reasonable adjustments are made to accommodate individual needs and ensure inclusivity.

Further information can be found in our **SEND policy**.

UK Guidelines

This curriculum policy for Tutor Doctor Essex aligns with several key UK educational guidelines and legislative frameworks. Here's how the policy complies with national standards and requirements:

Equality and Diversity

Relevant Legislation: Equality Act 2010

- Ensures that Tutor Doctor Essex makes reasonable adjustments to provide equal access to education for all students, regardless of disability, gender, ethnicity, or socio-economic status.
- The commitment to inclusivity and individualised tuition supports compliance with the duty to eliminate discrimination and advance equality of opportunity.

For further information please refer to the equality and diversity policy.

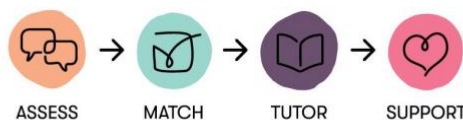
Special Educational Needs and Disabilities (SEND) Relevant Frameworks:

- SEND Code of Practice: 0 to 25 years (2015)
- Children and Families Act 2014
- Tutor Doctor Essex's focus on one-to-one teaching allows for personalised learning plans, which directly support the statutory guidance for meeting the needs of children with SEND.
- The emphasis on tailored tuition aligns with the requirement to work collaboratively with local authorities and other stakeholders to meet Education, Health, and Care (EHC) Plans.

Safeguarding and Well-being Relevant

Legislation:

- Keeping Children Safe in Education (KCSIE) 2025
- Education Act 2002
- Children Act 1989 and 2004



- The policy's commitment to collaboration with schools and local authorities ensures safeguarding obligations are met. By working with vulnerable and excluded students, Tutor Doctor Essex ensures their well-being is a priority, following national safeguarding guidelines.

Curriculum and Assessment Standards Relevant

Frameworks:

- National Curriculum in England Framework Document (Key Stages 1- 4)
- Ofqual Assessment Objectives
- Post-16 Study Programmes Guidance
- The structure of the curriculum aligns with national guidelines for Key Stages 1 through Post-16 education, focusing on delivering the core subjects of English, Maths, and Science. This approach prepares students for qualifications such as Functional Skills and GCSEs, adhering to examination board requirements.

Alternative Provision and Exclusion Guidelines Relevant

Guidance:

- Alternative Provision Statutory Guidance (DfE 2013)
- Exclusion from Maintained Schools, Academies, and Pupil Referral Units in England (DfE 2017)
- The policy directly supports students excluded from mainstream education or those at risk of exclusion, ensuring that the alternative provision meets the statutory requirement of providing a quality education comparable to that in a traditional school setting.

Promoting Social and Emotional Development

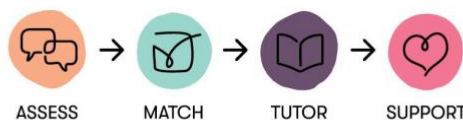
Relevant Framework:

- Every Child Matters (ECM) Framework (Five Outcomes)
- The curriculum aligns with the ECM framework by promoting students' confidence, well-being, and life skills. This includes real- world applications and community engagement, supporting their progression to further education or employment.

Accessibility and Reasonable Adjustments Relevant

Standards:

- The Public Sector Equality Duty (PSED)
- Accessibility Plan Requirements (Education Act 1996)
- The policy ensures compliance by adapting the learning environment to meet individual needs, whether in homes, libraries, or schools. This approach supports the duty to provide accessible education for all learners.



Compliance with Post-16 Study Requirements

Relevant Framework:

- 16 to 19 Study Programmes Guidance
- For post-16 students, the curriculum adheres to government expectations by providing personalised study plans, bridging gaps in learning, and preparing students for further qualifications or employment.

Monitoring and Review

This policy is reviewed annually by the Directors, with any updates communicated to staff and stakeholders. The next scheduled review date is August **2026**.

