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NAME	ROLE	SIGNATURE	DATE
Vanessa Leach	Managing Director		01/01/2025
Rob Hughes	Head of Teaching and Learning		01/01/2025
Vanessa Leach	Managing Director		01/07/2024
Rob Hughes	Head of Teaching and Learning		01/07/2024
Vanessa Leach	Managing Director		01/07/2023
Rob Hughes	Head of Teaching and Learning		01/07/2023
Vanessa Leach	Managing Director		01/07/2022
Rob Hughes	Head of Teaching And Learning		01/07/2022
Vanessa Leach	Managing Director		01/07/2021
Rob Hughes	Head of Teaching And Learning		01/07/2021

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1 Evidence informing this policy

Policies at Tute are informed by evidence.

Key evidence informing this policy includes, but is not limited to:

- [The National Curriculum](#)
- [SEND code of practice 2014](#)
- [The Equality Act 2010](#)
- [The online education accreditation scheme framework](#)
- [The Governance handbook and competency framework](#)
- [Early Years Foundation Stage \(EYFS\) statutory framework](#)
- [Accreditation for online education providers - DfE](#)
- [EEF Guidance reports](#)
- [Opportunity for all - Strong schools with great teachers for your child](#)
- [The key for school leaders](#)
- [Alternative Provision Statutory Guidance for Local Authorities](#)
- [Supporting Pupils with Medical Conditions \(DfE\)](#)
- [Keeping Children Safe in Education \(DfE\)](#)
- [The SEND Code of Practice 2014](#)
- [Special Educational Needs and Disability \(SEND\) Review](#)

2 Introduction

Tute Education (Tute) is committed to delivering a high-quality, inclusive, and engaging online curriculums that meets the diverse needs of all students. This policy outlines our approach to curriculum intent, implementation, and impact, ensuring alignment with national standards, exam board specifications, the Online Education Accreditation Scheme (OEAS), and Tute's vision. Our aim is to provide a rich educational experience that supports every student, ensuring their readiness for future academic, social, and employment opportunities.

Tute's vision is:

“An education system that enables any child, anywhere to achieve their potential”

To fulfil this, we focus on:

- **Collaboration** – Working in partnership with local authorities, schools, and non-mainstream settings to fill critical gaps in learning.
- **Excellence** – Merging high-quality teaching with our advanced, innovative online platform.
- **Equity** – Ensuring that every student has access to an engaging, rich and inclusive curriculum.

Alongside these, our values serve as guiding principles that reflect our dedication to fulfilling our vision:

- **Quality first, every time** – We are dedicated to excellence in education by leveraging the expertise of our qualified teachers and advanced technology to support and empower students.
- **Student at the core** – We priorities students in every decision we make, ensuring their needs and experiences guide our actions and initiatives.
- **Partner, not provider** – We work together with schools, LAs, and NM settings to address educational gaps and achieve meaningful outcomes for students.
- **Inclusivity and equity** – We provide every student with access to a rich, engaging, and inclusive curriculum that embraces diversity and promotes equal opportunities for all.

Guided by our vision and mission, we strive to create a meaningful educational experience for all learners.

3 Purpose and aims

3.1 Purpose

This policy outlines Tute's approach to designing and delivering a high-quality, structured, and inclusive online curriculum. It sets out our commitment to aligning with the National Curriculum, OEAS standards, and exam board specifications, while remaining flexible and adaptive to individual learner needs. Our curriculum supports the academic, personal, and social development of all students, ensuring they gain the knowledge, skills, and cultural capital needed for future success.

3.2 Aims

Tute's curriculum policy aims to:

- Ensure full compliance with the National Curriculum, OEAS standards, and relevant exam board specifications, while offering a flexible and adaptive approach to meet the needs of diverse learners.
- Provide a broad, balanced, and ambitious curriculum that fosters intellectual curiosity, critical thinking, and a lifelong love of learning.
- Support the academic progress and personal development of all students, ensuring they gain essential knowledge, skills, and cultural capital for future success.
- Embed British values (democracy, rule of law, individual liberty, and mutual respect and tolerance) within curriculum content, promoting SMSC development and preparing students for life in modern Britain.
- Develop students' digital literacy and online safety skills, ensuring they can confidently and responsibly engage in a technology-driven world.
- Ensure equitable access for all students, including those with SEND and EAL, through differentiated instruction, inclusive teaching strategies, and additional support where needed.

- Support teachers in planning, implementing and reflecting on effective, engaging, and inclusive learning experiences, underpinned by evidence-based practices.
- Embed assessment-led teaching and learning, ensuring that student progress is monitored, evaluated, and adapted to provide personalised support and intervention.
- Integrate PSHE, RSE, and careers guidance to support students' wellbeing, aspirations, and future pathways, aligned with the Gatsby Benchmarks.
- Work in partnership with schools, local authorities, and other educational settings to provide a curriculum that meets the diverse needs, interests and aspirations of all students.
- Ensure equitable access to learning for all students, underpinned by high expectations and appropriate levels of challenge, support, and scaffolding.
- Implement a robust quality assurance framework, using student outcomes, stakeholder feedback, and external validation to continuously refine and improve the curriculum.

3.3 Promoting fundamental British values

Tute is committed to ensuring that its curriculum not only meets academic and personal development goals but also upholds and promotes fundamental British values throughout all subjects and learning experiences.

4 Curriculum overview

Tute delivers live online lessons that fill gaps in education, ensuring students receive high-quality learning opportunities across key stages 1-5 in over 30 subjects. These lessons are packaged into structured curriculums designed to meet the diverse needs of students while aligning with the budgets, priorities and needs of our partners. This approach provides flexibility, accessibility, and a strong focus on academic progress and personal development.

Tute's curriculums are:

- Virtual School (VS)

- Courses (CS)
- Tute Go (TG)
- Learning Programmes (LP)

Each curriculum is designed to meet different educational needs, whether for short-term interventions, long-term structured learning, or flexible bespoke solutions.

5 Curriculum coverage

The table below outlines the subjects available across our curriculums, organised by key stage, department, and specification. It details whether the subject follows the National Curriculum or a specific exam board (e.g., AQA, Edexcel, WJEC) to ensure alignment with recognised educational standards. This coverage supports students in achieving their academic goals, whether working towards formal qualifications, functional skills, or enrichment learning opportunities.

Key stage	Department	Subject	Specification
EYFS	Primary	Phonics	National curriculum
KS1		Maths	National curriculum
		Phonics	National curriculum
		English	National curriculum
		Maths	National curriculum
		Science	National curriculum
		SMSC	-
		Online safety	-
Mental health and wellbeing		-	
Enrichment		-	
KS2		English	National curriculum
		Maths	National curriculum
		Science	National curriculum
		SMSC	-
		Online safety	-
		Mental health and wellbeing	-
Enrichment		-	
KS3	English	English language	National curriculum
		English literature	National curriculum
		Maths	National curriculum
	Science	Science	National curriculum
	Non-core	Geography	National curriculum
		History	National curriculum
		ESOL Everyday English	-
		ESOL Access to pre-entry	-
		ESOL Pre-entry	-
		ESOL Entry 1	-
		ESOL Entry 2	-
		ESOL Entry 3	-
		ESOL maths entry 1	-
		ESOL maths entry 2	-
		ESOL Introduction to citizenship	-
		ESOL Summer provision	-
		SMSC	-
Online safety		-	

KS4		Mental health and wellbeing	-
		Financial literacy	-
		Learning to learn	-
		Making a difference (careers and politics)	-
		Digital literacy	-
	English	English language	AQA WJEC
		English literature	AQA
		Functional skills L1 - English	Edexcel
		Functional skills L2 - English	Edexcel
	Maths	Maths	Edexcel WJEC AQA
		Additional maths	Edexcel
		Functional skills Entry 1 - Maths	Edexcel
		Functional skills Entry 2 - Maths	Edexcel
		Functional skills L1 - Maths	Edexcel
		Functional skills L2 - Maths	Edexcel
	Science	Science double award	WJEC
		Science combined science trilogy	AQA
		Biology	AQA
		Chemistry	AQA
		Physics	AQA
	Non-core	Geography	CAIE
		History	Edexcel
		Religious studies	AQA
		Psychology	AQA
		Sociology	AQA
		Computer science	Edexcel
		Media studies	Eduqas
		French	AQA
		Spanish	AQA
		German	AQA
		Welsh (second language)	WJEC
		ESOL Everyday English	-
		ESOL Access to pre-entry	-
		ESOL Pre-entry	-
		ESOL Entry 1	-
		ESOL Entry 2	-
		ESOL Entry 3	-
		ESOL maths entry 1	-
		ESOL maths entry 2	-
		ESOL Introduction to citizenship	-
		ESOL Summer provision	-
		SMSC (including RSE)	-
		Online safety	-
		Steps to school	-
		Mental health and wellbeing	-
		Financial literacy	-
		Learning to learn	-
		Making a difference (careers and politics)	-
		Careers	(Aligned - Gatsby Benchmarks)
		Digital literacy	-
KS5	English	English language	AQA
		English literature	AQA
		Functional skills L1 - English	Edexcel
		Functional skills L2 and 3 - English	Edexcel
	Maths	Maths	WJEC
		Further maths	Edexcel
		Statistics	Edexcel
		Functional skills L1 - Maths	Edexcel
		Functional skills L2 - Maths	Edexcel
	Science	Biology	AQA
		Chemistry	AQA
		Physics	AQA

	Non-core	Geography	CAIE
		History	OCR
		Psychology	AQA
		Sociology	AQA
		Law	OCR
		French	AQA
		Spanish	AQA
		ESOL Everyday English	-
		ESOL Access to pre-entry	-
		ESOL Pre-entry	-
		ESOL Entry 1	-
		ESOL Entry 2	-
		ESOL Entry 3	-
		ESOL maths entry 1	-
		ESOL maths entry 2	-
		ESOL Introduction to citizenship	-
		ESOL Summer provision	-
		SMSC (including RSE)	-
		Online safety	-
		Mental health and wellbeing	-
		Financial literacy	-
		Learning to learn	-
		Making a difference (careers and politics)	-
		Careers	(Aligned - Gatsby Benchmarks)
		Digital literacy	-

6 Ensuring a broad range of educational experiences

Tute's curriculums provide a broad and balanced education, offering opportunities across all required areas, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative learning.

While most experiences are embedded in lessons, areas like physical and creative education are supported through enrichment in the Student Hub. This includes:

- Guides and videos to support engagement
- Wellbeing, attendance, and online safety resources
- Extra-curricular activities like newsletters, creative writing, and physical challenges

Together, curriculum content and Student Hub enrichment ensure students access a wide range of meaningful learning experiences suited to an online setting.

The table offers a representative – though not exhaustive – overview of where these educational experiences are embedded across our curriculum. It is reviewed regularly to reflect changes in our subject offer and enrichment provision.

Educational experience	Coverage
Linguistic	English Language, English literature, humanities, ESOL, MFL, Welsh. Extracurricular: Student Hub - English magazines and newsletters
Mathematical	Mathematics, functional skills maths, further maths, statistics, science, computing, ESOL maths. Extracurricular: Student Hub - Tute scientist newsletter (STEM)
Scientific	Combined science trilogy, single sciences - biology, chemistry, physics. Extracurricular: Student Hub - Tute Scientist newsletter
Technological	Computer science, ICT, digital literacy (including AI and emerging tech), media studies, online safety
Human and social	History, geography, religious education/studies, sociology, psychology, philosophy, SMSC (including PSHE), RSE, ESOL introduction to citizenship, making a difference (careers and politics).
Physical	SMSC (including PSHE), mental health and wellbeing, science, Extracurricular: student hub (health and activity resources)
Aesthetic and Creative	Media studies, creative writing, digital literacy Extracurricular: Student Hub - subject newsletters

7 Curriculum intent

All Tute curriculums are underpinned by our vision of creating an education system that enables any child, anywhere, to achieve their potential.

Our structured approach ensures students access a coherent and purposeful education. Lessons are designed with clear objectives and outcomes, guided by detailed schemes of learning that support engagement, progression, and success.

Across all curriculums, we aim to:

- **Provide a broad, balanced and ambitious curriculum**
- **Develop knowledge, skills, and cultural capital**
- **Foster students' digital literacy and online learning skills**
- **Offer flexible and differentiated learning pathways**
- **Develop key competencies for lifelong learning**
- **Bridge gaps in learning and promote equity**

While all curriculums follow these principles, each has distinct features that shape its intent, delivery, and impact.

8 Curriculum implementation

Tute's curriculums are implemented through a structured, evidence-based approach supported by Tute's Learning Cloud, ensuring consistency, engagement, and progression for all students. This includes:

- **Live online delivery**
- **The Tute platform**
- **Clear schemes of learning**
- **Flexible scheduling**
- **Assessment-led learning**
- **Pastoral support**
- **Quality assurance**
- **Safeguarding and accessibility**

Our curriculums are organised into two distinct types of provision: shared or private.

8.1 Shared provision

Shared provision refers to timetabled programmes set by Tute and accessed by students from multiple partner organisations. Content is selected and designed by Tute, aligned with national curriculum and exam board specifications to ensure consistency, quality, and compliance. Students follow predefined pathways tailored to meet a range of educational needs.

8.2 Private provision:

Private provision offers fully flexible, customisable timetables developed in collaboration with individual partners. The curriculum is tailored to the specific needs of the partner's students, with flexibility over subject choices, outcomes, and assessment approaches. Access is limited to the partner's students, allowing a high level of personalisation.

The table below outlines the key differences between these approaches:

	SHARED	PRIVATE
Students attending	Multiple partner settings	Partner's setting only
Content	Tute sets (national curriculum / exam board specifications)	Partner sets
Timetable	Tute sets	Partner sets
Duration	Tute sets	Partner sets
Pricing	Per student, per lesson	Per group, per lesson

9 Tute's curriculums

	Virtual School	KS3 Courses	GCSE Courses	Tute Go	Learning Programmes
Length of provision	Short- medium	Medium- Long term	Medium- Long term	Short, medium, or long term	Short, medium, or long term
Key stages	KS1 KS2 KS3 KS4	KS3	KS4	KS1 KS2 KS3 KS4	KS1 KS2 KS3 KS4
Subjects	Core + more	Core + more	19+	30+	30+
Content	National curriculum Tute chooses*	National curriculum Tute chooses*	Exam boards Tute choose*	Tute curriculum menu You choose	Bespoke You choose
Students (<12)	Students from different partners	Students from different partners	Students from different partners	Your students only	Your students only
Timetable	Tute sets	Tute sets	Tute sets	You set	You set
Formal assessment	No	Yes	Yes	Yes (when required)	Yes (when required)
Progress reports	No	Yes	Yes	No	No

(Table 1 – curriculum comparison)

9.1 Virtual School

Tute's Virtual School provides short to medium-term education for students across key stages 1-4. It is designed to meet the needs of students experiencing, exclusion, medical challenges, transitions, or requiring day 6 provision and SEND support.

9.2 Courses

Tute's courses curriculum goes beyond the Virtual School, as it provides a structured, high-quality, medium to long-term education opportunity for alternative provision. It focuses on academic excellence, qualifications, and personal development. Designed for key stages 3 – 5, it provides students with a clear route to achieve formal qualifications, including GCSEs, Functional Skills, and A-levels. Fully aligned with exam board specifications, courses are underpinned by assessment-driven pedagogy ensuring stretched progression, targeted support, and positive outcomes. Courses can be commissioned as either shared or private provision.

9.3 Tute Go

Tute Go is a flexible curriculum offer, commissioned as private provision, designed to support intervention, enrichment, extension, catch-up, and revision. It caters to

both group and one-to-one delivery and integrates into existing educational structures. Partners can build tailored programmes from Tute Go's curriculum menu, which covers over 30 subjects, the National Curriculum, and multiple exam boards.

9.4 Learning Programmes

Learning Programmes offer bespoke, fully customisable educational solutions tailored to the needs of individual students or specific settings. Commissioned privately, they provide flexibility in subject choice, scheduling, and delivery, including options beyond typical curriculum offers. Designed in collaboration with partners, Tute manages all aspects of teaching, assessment, and progress tracking to ensure high-quality, personalised outcomes.

9.5 Tute ESOL

Tute's ESOL curriculum provides structured, online English language education for recently arrived students in the UK. Aligned with the ESOL Skills for Life curriculum and the Bell Foundation EAL assessment framework, it supports learners from pre-entry to Entry Level 3. Designed for students awaiting school placements, post-16 education, or requiring immediate language support, the curriculum focuses on practical language skills and cultural integration. Lessons are delivered live by qualified ESOL specialists in small groups, with flexible entry points and 48-hour enrolment, ensuring timely access to learning.

10 Curriculum design

Our Virtual School and Courses curriculums are designed with a clear structure that builds on prior learning, ensuring depth, coherence, and progression across all key stages. Every subject follows a logical sequence that supports the cumulative development of knowledge, skills, and understanding, fostering both academic achievement and long-term retention.

10.1 Curriculum overviews and sequencing

Each curriculum follows a planned sequence of learning, tracked and mapped through curriculum overviews for, Virtual School and Course, for the academic year. These overviews ensure that key concepts are introduced, revisited, and embedded

over time, supporting students in developing fluency, mastery, and confidence in their learning.

The structure of our curriculums is informed by best practices in cognitive science, ensuring that learning is sequenced effectively for long-term knowledge retention. Teachers use retrieval-based teaching methods, scaffolded instruction, and formative assessment to support and guide students through their learning journey.

10.2 Schemes of learning

For all shared provision (Virtual School and Courses), Tute produces detailed schemes of learning for every subject. These provide a consistent structure that makes curriculum intent clear and supports effective implementation and student progression. Each scheme outlines content, sequencing, assessment, and key skills to ensure high-quality teaching and learning across all subjects.

10.3 Learning resources

At Tute, learning resources play a critical role in bridging the intent and implementation of our curriculum. All resources are created by the Tute team and are designed to align with schemes of learning, ensuring that the learning objectives stated in each resource correspond.

11 Tute platform

11.1 Learning Cloud (online classroom)

Tute's Learning Cloud is the foundation for effective curriculum implementation, ensuring that lesson delivery is consistent, structured, and engaging. It provides teachers with the tools and flexibility needed to bring schemes of learning to life, adapting content and pedagogy to meet the needs of all students.

By integrating curriculum planning, resource selection, and live lesson delivery, the Learning Cloud ensures that curriculum intent is effectively translated into practice.

11.2 Learning Bases

The curriculum is also implemented through independent learning activities in Learning Bases, which are available to students in specific curriculums. These provide structured opportunities for students to reinforce learning, develop independent study skills, and track progress outside of live lessons.

11.3 Key skills

Key skills are embedded across all subjects and key stages, through schemes of learning and lesson delivery, ensuring that students develop the essential competencies in an age-appropriate way.

- **Speaking**
- **Listening**
- **Literacy**
- **Numeracy**

11.4 Personal, social, health and economic

Tute's curriculums are designed to embed personal development opportunities, ensuring students receive experience in technological, social, human and physical experiences.

This commitment is further reinforced through dedicated programmes, such as our Enrichment Wednesday sessions, where commissioning partners can enrol their students into structured opportunities that further enhance their personal development. These programmes provide students with valuable life skills, employability insights, and broader learning experiences beyond their core academic curriculum.

11.4.1 Enrichment programmes

- **Social, Moral, Spiritual, and Cultural (SMSC) education (including PSHE)**
- **Mental health and wellbeing**
- **Relationships and Sex Education (RSE)**

- **Careers**
- **Steps to School (reintegration)**
- **Online safety**
- **Financial literacy**

11.4.2 **Computing and digital literacy curriculum:**

- **Digital literacy**
- **Computing/ICT**

12 Inclusion and accessibility

Tute is committed to delivering an inclusive and accessible curriculum that ensures all students, regardless of their background or individual needs, can fully engage with and benefit from their learning. Our curriculums are designed in line with the SEND Code of Practice 2014, ensuring accessibility and appropriate challenge to remove barriers to learning, promote equity, and provide personalised support.

12.1 Curriculum adaptations for SEND Students

Our curriculum is differentiated and adapted to meet the needs of students with special educational needs and disabilities (SEND). Working in collaboration with Tute's inclusion team, we ensure:

- Flexible delivery methods that allow teachers to adjust pacing, content, and assessment approaches based on individual student needs.
- Differentiated instruction that provides multiple ways for students to access, engage with, and demonstrate their learning.
- Scaffolded learning resources that support students with cognitive, processing, and literacy difficulties.
- Assistive technology integration where needed, to enhance accessibility for students with visual, auditory, or physical impairments.

12.2 Students with education, health and care plans (EHCPs)

Tute is committed to meeting the needs of students with EHCPs by implementing high-quality, inclusive provision that aligns with their specific learning requirements

and support plans. Through collaboration with students, parents, and commissioning partners, we ensure equitable access to a broad and ambitious curriculum that supports both academic progress and personal development.

12.3 English as an additional language

For students with English as an additional language (EAL), Tute integrates targeted support to ensure full access to the curriculum. This includes vocabulary-building activities, embedded speaking and listening tasks, and adapted materials that develop language skills without limiting access to subject knowledge.

12.4 Universal accessibility features

Beyond SEND and EAL provision, Tute ensures all students can access learning through a consistent lesson structure, which helps reduce cognitive load and build familiarity. Digital resources include features such as read-aloud tools and subtitles to support literacy and processing needs. Clear schemes of learning help students, parents, and partners understand the learning journey, while flexible learning opportunities – including independent tasks and Student Hub resources – allow for reinforcement and consolidation.

13 Form groups

Form groups are a key part of Tute's personal development offer, available to students enrolled in specific curriculums. These groups provide structured pastoral support and opportunities for personal growth, helping students develop confidence, emotional resilience, and a sense of belonging within their learning community.

By integrating form groups into the curriculum structure, Tute ensures that personal development is not only embedded within subject learning but also actively supported through dedicated time for reflection, discussion, and guidance.

13.1 Assessment

Tute's assessment approach blends formative and summative methods within the curriculum to support student progress. Assessment is embedded in every lesson, encouraging ongoing reflection and metacognitive development. It is tailored by

curriculum type and student need, ensuring appropriate challenge and support. Assessment data informs planning, differentiation, and curriculum adaptation, helping to personalise learning and maintain high expectations for all students.

13.2 Formative assessment

Formative assessment is integrated throughout lessons to actively engage students in their learning, providing real-time feedback that enhances understanding, corrects misconceptions, and builds confidence.

13.3 Key stage 4 GCSE courses

To ensure assessment is fully integrated into the KS4 GCSE Courses curriculum, schemes of learning include structured assessment points throughout the academic year, where appropriate. These assessments are designed to track student progress, inform curriculum planning, and adapt teaching strategies to meet individual learning needs.

14 Curriculum impact

The impact of our curriculum is evaluated through a comprehensive, evidence-based approach that measures the teaching effectiveness, student progress and outcomes. Our approach ensures that students engage meaningfully with their learning, achieve academic success, and are prepared for their next steps.

14.1 Student progress and engagement

Student progress is monitored through robust data analysis, incorporating regular formative and summative assessments (curriculum-dependent), progress tracking tools, and engagement metrics. Teachers and curriculum leaders conduct departmental assessment reviews, identifying trends over time to inform curriculum adjustments and targeted interventions.

Our student-centred approach focuses on individual learning journeys, identifying gaps in knowledge and skills to drive curriculum refinements, group movements, and intervention strategies.

15 ROLES AND RESPONSIBILITIES

15.1 Managing director (MD)

Provide overall strategic leadership and direction to ensure Tute's offerings and operations are aligned with stakeholder requirements.

15.2 Head of teaching and learning (HOTL)

Provide strategic leadership in delivering high-quality teaching and learning.

15.3 Assistant head of teaching and learning – curriculum (AHTLC)

Lead the design, review, and improvement of Tute's curriculum.

15.4 Assistant head of teaching and learning – outcomes (AHTLO)

Drive the evaluation of Tute's impact on student outcomes.

15.5 Assistant head of teaching and learning – inclusion and SEND (AHTLIS)

Lead the development and implementation of inclusive practices and SEND support within the curriculum.

15.6 Curriculum leaders (CL)

Ensure the delivery of subject-specific curriculums.

15.7 Curriculum coordinators

Manage the development and implementation of subject and key-stage specific curriculums across shared and private provisions.

15.8 SEND coordinator

Support the Assistant Head of Teaching and Learning – Inclusion in delivering effective SEND provision across Tute.

15.9 Quality assurance manager

Monitor and ensure the quality of teaching and learning.

15.10 Teachers

Deliver high-quality online lessons that support student engagement, progress, and achievement.

16 Quality assurance

Tute's curriculums are quality assured at all levels - intent, implementation, and impact - to ensure they are effectively delivered, aligned with best practices, and responsive to student needs. Through a structured process of review, evaluation, and continuous improvement, we ensure that our curriculum remains coherent, high-quality, and impactful for all learners.

16.1 Curriculum intent: ensuring a strong foundation

16.2 Curriculum Implementation: ensuring effective delivery

16.3 Curriculum impact: measuring student progress and outcomes

17 Links with other policies

This policy links to the following policies:

- Quality assurance policy
- Assessment policy
- Inclusion policy
- Assessment policy
- Relationship and sex education policy
- SEND policy

18 Annual review

This curriculum policy will be reviewed on an annual basis.