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1.1	Review	14/07/2025	Annual review	HL
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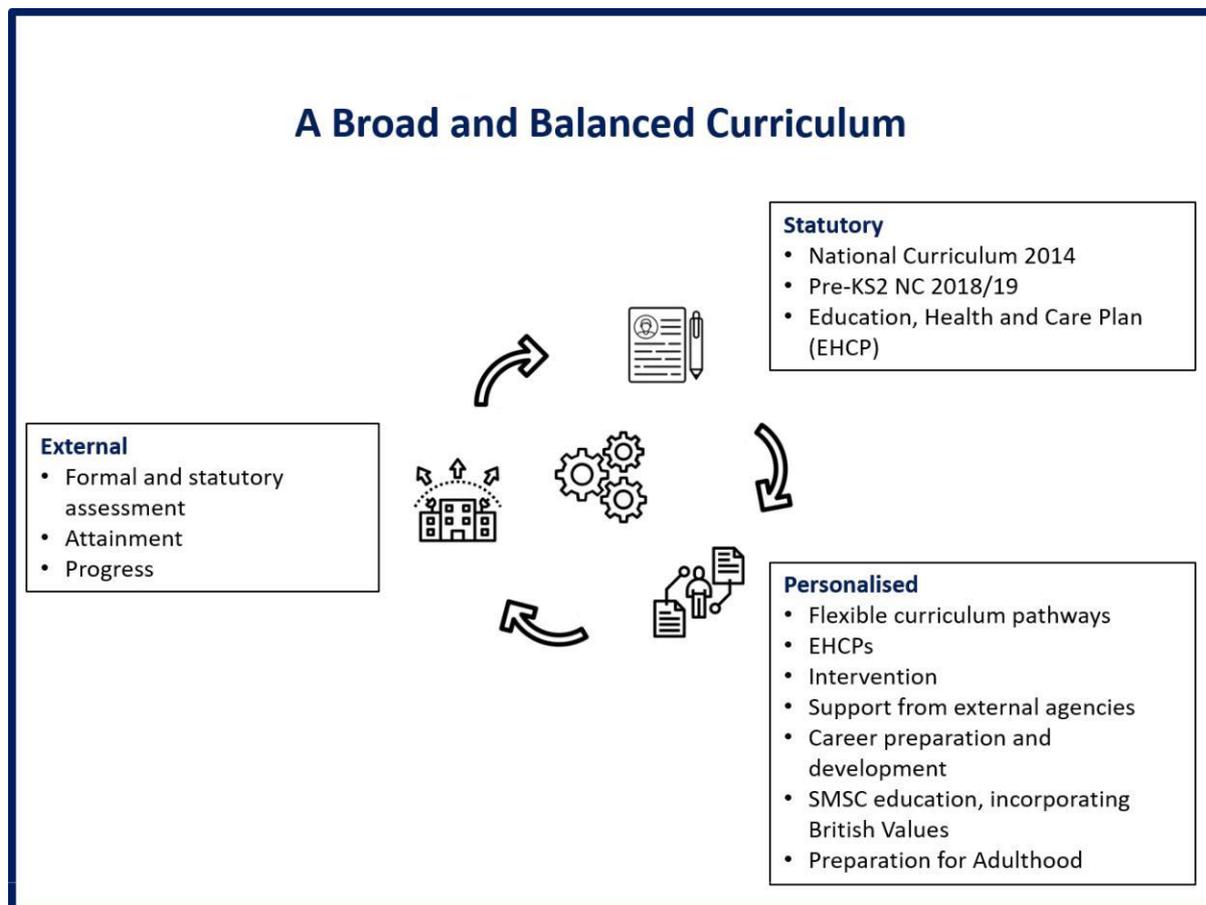
Related policies:

Policy Ref No.	Policy Name	Policy Ref No.	Policy Name
S/01	Child Protection and Safeguarding	OP/17	RSE
OP/04	Assessment for Learning	OP/28	SEND
OP/09	Complaints Policy and Procedure	S/02	E-Safety
OP/16	PSHE	OP/03	Anti-bullying
OP/14	Equal Opportunities	OP/15	Educational Visits
OP/13	Equality and Diversity	OP/07	Careers Education and Guidance
HS/06	Positive Mental Health and Wellbeing	OP/05	Attendance
OP/31	Teaching and Learning		

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The Curriculum



Curriculum Intent

At Watermelon, we have created a holistic curriculum which is ambitious and designed to give all pupils the knowledge and culture capital they need to reach their full potential.

We believe that our broad curriculum should enable all young people to become:

- Active learners, moving towards independence, autonomy and employment
- Confident young people who effectively communicate their needs, wants, and opinions
- Responsible citizens who make a positive contribution to society
- Resilient individuals who are able to live safe and healthy lives
- Successful learners who are able to reflect and refine their decision making in order to improve future outcomes

We deliver a range of subjects and qualifications that best suit the needs of our pupils, underpinned by a strong pastoral system, providing care and support throughout each pupil's time at Watermelon. We offer a real breadth of courses and levels across the curriculum,

addressing the needs of all groups of students, combining a strong traditional academic offer balanced with vocational and alternative courses. The balance of skills and knowledge in our curriculum ensures that the individual needs of every student are met as detailed in their Education, Health and Care Plan.

A rigorous and sequential planning and quality first teaching allows the curriculum to be broad and adapted to the context of the school and students' needs. A stage, not age approach combines the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every student.

The three pathways (overview Appendix 1) curriculum are ambitious and designed to give all learners, the knowledge and culture capital they need to success in life:

- Pathway A: Stretch and Challenge
- Pathway B: Step up to Independence
- Pathway C: Learning for Life

When pupils join us in Year 7, we initially take the time to secure a successful transition from primary. Pupils come equipped with their individual knowledge and skills and learn to apply them in different settings. In the Autumn Term, time is taken to baseline all pupils, with teachers identifying prior knowledge and gaps to ensure all pupils begin their academic career at Watermelon on the most suitable curriculum pathway. Over the course of their education, some pupils may move between pathways, with the opportunity to personalise pathways to the needs of individual pupils. All pathways curriculum are centre on the National Curriculum and coherently planned and sequenced towards cumulative sufficient knowledge and skills for future learning and employment.

The curriculum is constantly revised and developed to not only meet the needs and strengths of our students, but to provide a wealth of opportunities for them to develop a range of skills, academic knowledge and enjoy memorable experiences.

Curriculum Implementation

The School Week

We run a one-week timetable based on five periods a day of fifty minutes each, totalling twenty-four periods each week. Many of these are double lessons, for example in PE, Technology and in Option subjects in Years 10 and 11. Numeracy and a weekly review of EHCP targets take place during tutor times.

Every day we dedicate 35 minutes to reading, with tutors delivering the whole school Reading Curriculum. This time is also used for individual and small group reading interventions, particularly for phonics and DIPT.

A higher-than-average share of curriculum time is allocated to English and Maths throughout Key Stage 3 and 4 to address EHCP targets and recognise the importance of success and progress in these core subjects.

From Monday to Thursday, school provides after school activity clubs and academic targeted intervention (Maths, English and Science).

At Watermelon, we ensure that remote education, if needed enable all students to access lessons and learn, and monitor students' engagement.

Curriculum Content

The Key Stage 3 and Key Stage 4 curriculum content is outlined in the new National Curriculum which can be found on the DFE website: [National Curriculum](#)

Pupils in Key Stage 4 work towards nationally recognised qualifications (GCSE, Entry Level, FS, BTEC) and a range of Vocational courses offered by different awarding bodies in core subjects, pupils work in classes set by ability. In foundation subjects, students are set in mixed ability classes.

In Key Stage 5, students follow Vocational studies. Those with an English or Maths grade below GCSE grade 4 or Level 2 will continue studying for English and Maths qualifications.

Personal Development

Pupils in all Key Stages have at least one lessons a week of Preparation for Adulthood (P4A). This covers statutory areas of Citizenship, Personal, Social and Health Education (PSHE), Relationship, Sex and Health Education (RSHE) and Careers Studies. Within the subject students are taught Good Health; Employment; Independent Living; Friendship, Relationships and Community Inclusion. Key themes from these areas are also covered by all key stages on our Special Assemblies, Culture Day event, Science, Technology, Engineering, and Mathematics event (STEM) and Award Days when the ordinary timetable is suspended to develop broader attributes such as leadership, organisation, initiative, resilience and communication.

Basic numeracy and literacy skills are interwoven within the school day to promote their cross curricular purpose. Pupils practice their numeracy in morning tutor time, and all pupils follow a carefully planned [Reading Curriculum](#) in a 35 minute daily reading lesson.

A cross-curricular focus on building cultural capital allows our pupils to become educated citizens through broad, diverse, knowledge-based curriculum. In practice, this includes exposure to a range of texts from different cultures, authors and time periods across the curriculum and daily in reading time; phonics and DIPT sessions; exploring Tier 2 and 3 vocabulary and daily practise of timetables.

Our rich curriculum takes account of prior learning and experiences and helps pupils to develop the full range of knowledge, skills, understanding and attitudes We provide pupils

with opportunities for discussion, debate, exploration of ideas, independent responses to new material, individual research and development of own lines of enquiry.

Career Education and Information Guidance (CEIG)

Careers education and information guidance is mapped out across all years 7-14. Careers advice ensures that the needs of all individual students are met. Our guidance ensures that students can:

- achieve in line with expected outcome for their Key Stage by following an appropriate course;
- access the GCSE subjects when appropriate and progress to facilitating subjects at higher level;
- access a number of vocational options where appropriate, which will develop the skills required for the world of work.

A Curriculum for All

We offer a curriculum that allows all to succeed and does not cap potential. In Year 7, for example, a number of students who are identified to have a reading age below 7 will receive intervention during some of their lesson time, with an enhanced focus on reading (phonics and comprehension) until they are ready to access the curriculum in all areas. Equally, higher attaining students are constantly challenged by, for example, the opportunity to sit the higher tier of GCSE in Maths, both Language and Literature GCSEs in English, and triple science GCSE.

Curriculum Impact

The curriculum we have built is progressive, dynamic and flexible, suiting the individual needs of our learners. Pupils have the opportunity within the curriculum to progress and succeed. In 2019, 100% of our pupils went on to gain nationally recognised qualifications in further education, apprenticeships, or employment destination compared to 88% nationally.

The needs of learners are recognised significantly within our curriculum through the development of different pathways, regular academic intervention, and alternative packages in and out of school. Achievements within the curriculum are celebrated through our Pastoral Leaders, Heads of Department, Subject Lead and planned assemblies.

Teaching Pedagogy

We teach using precise learning objectives and differentiated success criteria. We facilitate learning using a diverse range of learning tasks and strategies borne out in-depth knowledge of our pupils.

Lessons begin with a review of prior learning to strengthen memory and make meaningful connections. This may be through the use of 'Do Now' activities which ensures learners are also ready to learn.

New material is presented in small, manageable steps, supported by models guided practice and opportunities for scaffold dialogue.

Staff adopt a consistent pedagogical approach based on Rosenshine's principles of instruction and other evidence informed strategies rooted in cognitive science.

Our teachers use carefully structured questioning strategies to deepen thinking; check understanding and encourage dialogue. Key questioning is embedded throughout lesson planning and delivery and is adapted to each learner's communication style and developmental level.

Techniques such as 'think, pair, share' cold calling sentence stems and comprehension scaffolds are used to elicit responses, foster engagement and assess misconceptions.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and that they belong, enjoy learning and being challenged, trust that they can take risks with their learning and know that they can and will succeed.

We ensure that teaching and curriculum builds on previous learning through a learning sequence and that constant praise, engaging, learning takes and positive use of our behaviour system keeps pupils motivated.

Monitoring and Evaluation

In principle, courses on offer should:

- allow students to succeed in reaching national recognised outcomes for their age group
- promote work readiness
- entitle students of appropriate ability to access aspirational progression pathways

Quality assurance procedures, including (but not limited to) observations, book scrutinies and learning walks, provide evidence of curriculum impact.

Assessment

At Watermelon we subscribe to a system of mastery assessment, allowing all pupils to progress at their own pace and to take their time to focus on honing skills and retaining knowledge before moving on to the next step. We take a 'map-master-move forwards' approach; when teachers identify gaps, pupils demonstrate they are secure in their knowledge and skills before introducing new content.

The benefits of mastery assessment:

- Mastery ensures that everyone receives the same level and scope of teaching without the risk of pupils being left behind – it exists to enable all students on one particular syllabus to receive equal knowledge.
- Mastery assessment, recording, reporting and feedback is a continuous and on-going process and is part of the cycle of learning.
- Summative assessment, used mainly to measure performance and identify a standard of student attainment (e.g. end of unit test, external exams)
- Ongoing formative assessment (through range of method quizzes, range of questioning, retrieval practice) to check pupils' daily understanding of the topic

- Curriculum dictates the formative and summative assessment; our curriculum is not driven by tests or exams.

Through the assessment process, we gather information, which enables teachers to:

- evaluate and record each pupil's attainment and progress to inform teaching
- identify individual pupil's strengths and weaknesses and plan intervention when necessary
- evaluate teaching effectiveness
- plan future learning and teaching experiences

The curriculum is constantly monitored at all key stages by Subject Leads and their Senior Links, with reviews of progress at KS3 and results at KS4 & KS5 taking place annually with the Headteacher.

Appendix 1 – Curriculum pathways

Pathway C: Learning for life	
Overview	This pathway is put in place for students who benefit from smaller classes with more support environment. Students on this pathway still require support from adults but are encouraged to be as independent as possible which is reflected across their study programme.
Intent	Curriculum is designed to allow students to develop core and foundation subject knowledge alongside increasing students' confidence, independence, social communication and personal skills.
Implantation	<p>The curriculum is tailor to the needs of a group of students. Students access appropriate subject-specific learning that whilst continuing personalised sessions to develop social communication, and emotional regulation.</p> <p>Teachers will use a range of quality first teaching strategies (communication systems, access to the local community and putting learning into a real-life context) to enable students on this pathway to access their learning and become confident and resilient members of the community.</p> <p>Curriculum in Key stage 4&5 offer a range of different lessons centred on independent living skills. Through use of the life skills students experience real life tasks associated with living independently, such as preparing meals, cleaning, cooking and budgeting. In addition to healthy eating in cookery lessons, the students develop their key skills to prepare a range of meals, understanding the needs of a balanced diet and eating appropriately around others. Students also use our Sunny-side and East Gate Lodge facility to practise the skills needed to look after their own home as well as increasing vocational and self-help skills. Curriculum is planned to give students several opportunities to visit the local community, accessing a range of local shops, amenities, cafes, restaurants, work placements and much, much more.</p>
Impact	<p>By the end of the school journey students should developed skills in independence and be more confident members of society with appropriate social, receptive, expressive communication and numeracy skills. They will have achieved qualifications and awards to support their chosen next steps.</p> <p>In Key stage 4 students will work towards a range of:</p> <ul style="list-style-type: none"> - Entry Level 1-2 qualification in Maths, English and Science - Entry 1-2 vocational qualification called independent leaving - Healthy and positive lifestyle choices
Next step	<p>Students who follow this curriculum move to Post16 where they could progress to :</p> <ul style="list-style-type: none"> - Entry Level 3 in core subjects - Enterprise study - Vocational Study (Independent Leaving Entry Level 3) - Entry Level 1-3 Employability qualification

Pathway B : Step up to Independence

Overview	This pathway is tailored to the needed of students whose main barriers to learning is low level of reading, comprehension and retention. We offer the opportunity of vocational studies with overarching themes that are of significance for individuals and provides relevant learning contexts.
Intent	Broad and balance curriculum is designed to allow students to develop social communication and gain a breadth of knowledge and skills to support them on their next step as confident and resilient members of the community. The curriculum on this pathway is design to develop students' employability skills that support future stability and sense of worth in adult life. Curriculum will focus on gaining life skills through meaningful experience, knowledge, skills and qualifications.
Implantation	On this pathway, teachers deliver a secondary model of differentiated curriculum that involves delivering lessons by a range of specialist teachers based in subject-specific classrooms whilst continuing personalised sessions to develop social communication, and emotional regulation. Curriculum will be designed for students who are working on below national age expectation with gaps in their learning. In KS3&KS4 in core subjects (Maths, English and Science) students work in ability classes set, broadly banded and of mixed ability in foundation classes, dependent on the subject and stage at which it is being studied. Curriculum in Key stage 4 is planned to give students opportunities to study Entry Level in maths, English and science and 3 foundation/vocational options that link to students' interest, further study or employability. Starting from year 10 students are able to visit the local community and work placements.
Impact	This pathway will enable students to apply a range of skills such as literacy and numeracy, communication and ICT to engage with the world around them by contributing to the local community through work or social enterprise activity. In Key stage 4 students should work towards a range of: <ul style="list-style-type: none"> - Entry Level qualification in Maths, English and Science - BTECs, and Level 1-2 qualification
Next step	Students who follow this curriculum move to 6 th form placement or Watermelon Post16 where they could progress to : <ul style="list-style-type: none"> - Students below GCSE grade 2 will study Functional Skills Level 1 Qualification in maths and English - Enterprise study - Apprenticeship - Traineeship - Employability - Level 1 Employability qualification

Pathway A: Stretch and Challenge

Overview	The pathway aims to stretch and challenge learners by raising their aspirations for achievement. The pathway enables our higher attaining pupils to access a challenging academic curriculum, which allows their learning journeys to develop.
Intent	Broad and balance curriculum is designed to allow students to develop social communication and gain a breadth of knowledge and skills to support them on their next step as confident and resilient members of the community. The curriculum on this pathway is design to develop students' academic and employability skills that support future stability and sense of worth in adult life. Curriculum will focus on gaining life skills through meaningful experience, knowledge, skills and qualifications.
Implantation	<p>On this pathway, teachers deliver a secondary model of differentiated curriculum that involves delivering lessons by a range of specialist teachers based in subject-specific classrooms whilst continuing personalised sessions to develop social communication, and emotional regulation.</p> <p>Curriculum will be designed for students who are working on below national age expectation with gaps in their learning. In KS3&KS4 in core subjects (Maths, English and Science) students work in ability classes set, broadly banded and of mixed ability in foundation classes, dependent on the subject and stage at which it is being studied.</p> <p>Pupils in Key Stage 4 study (9-1) GCSE and 3 options that link to students interest, further study or employability this includes BTEC and a range of Level 1 Vocational courses offered by different awarding bodies. Starting from year 10 students are able to visit the local community and work placements.</p>
Impact	<p>This pathway will enable students to apply a range of skills such as literacy and numeracy, communication and ICT to engage with the world around them by contributing to the local community through work or social enterprise activity.</p> <p>In Key stage 4 students should work towards a range of:</p> <ul style="list-style-type: none"> - GCSE qualification in Maths, English and Science - BTECs, and Level 1-2 qualification
Next step	<p>Students who follow this curriculum move to 6th form placement or Watermelon Post16 where they could progress succeed and gained nationally recognised qualifications:</p> <ul style="list-style-type: none"> - Students below GCSE grade 4 will study Functional Skills Level 2 in maths and English - Enterprise study - Apprenticeship - Traineeship - Employability - Level 1 Employability qualification

Appendix 2 Curriculum Overview: Subject Details

There are 24 subject lessons (50 min each) available each week. This is how lessons are allocated:

Subject	Number of lessons
English	5 lessons per week
Mathematics	5 lessons per week
Science	4 lessons per week
Preparing for Adulthood (not examined)	1 lesson per week
Physical Education (PE)	1 lesson per week
Information and Communications Technology (ICT)	1 lesson per week
Religious Studies (RE)	1 lesson per week
Up to 3 'Optional subjects'	2 per subject, 6 lessons per week

Key Stage 3 all pathways

Subject	Year 7	Year 8	Year 9
English	5	5	5
Maths	5	5	5
Science	3	3	3
DT& Food	2	2	2
P4A	2	2	2
PE	2	2	2
Art	1	1	1
Performing Arts	1	1	1
ICT	1	1	1
Humanities	1	1	1
RE	1	1	1
Reading	35 minutes each day		
Total	24	24	24

Key Stage 4 all pathways

Subject	Year 10	Year 11
Core subject: English Language and English Literature GCSEs/Entry Level	5	5
Core subject: Maths GCSE/Entry Level	5	5
Core subject: Science GCSEs/ Entry Level	4	4
ICT	1	1
PE	1	1
RE	1	1
P4A	1	1
Reading	35 minutes each day	
<p>Step up to Independence & Stretch and Challenge Pathways</p> <p>3 Option Blocks (Duke of Edinburgh, ICT, Animal Care, Hospitality, Health and Social Care, Home Cooking, Engineering, Sport Studies, History, Performing Art)</p> <p>Leaning for Life pathway:</p> <p>Independent Leaving: Myself within the Community</p> <p>Planning a journey</p> <p>Maintaining Healthy Skin and Nails</p> <p>Food Preparation, Cooking and Serving</p> <p>Health Safety and Hygiene</p> <p>Intro to Land Maintenance</p> <p>Intro to Animal Care</p>	6	6
Total	24	24

Key Stage 5 pathway

Subject	Year 12	Year 13	Year 14
English Functional Skills/Entry Level	3	3	3
Maths Functional Skills/Entry Level	3	3	3
Enterprise	2	2	2
Employability	2	2	2
Options (ICT Functional Skills, Floristry, Construction, Moving Together, Introduction to Hospitality, Health & Social Care, Child Care, DofE, Independent Living)	4 x3	4 x3	4 x3
P4A	2	2	2
Reading	35 min each day		
Total	24	24	24

Appendix 3 Examination Boards

Core, Foundation or Option element	Subject (all GCSEs unless stated)	Examination Board
Core	English	Language and English Literature GCSE AQA
Core		Step up to English Entry Level NCFE
Core		Functional Skills Level 1 and 2 NCFE
Core	Maths	GCSE AQA
Core		Functional Skill NCFE
Core		Entry Level NCFE
Core	Science	Single Biology GCSE AQA
Core		Trilogy GCSE AQA
Core		WJEC Entry Level
Core		AQA Entry Level
Options	Sport Studies	NCFE Entry Level Certificate in Physical Education
Options		NCFE Level1 and 2

Options	Animal Care	City & Guilds Level 1 and 2 BTEC Level1 Introductory in Land- based Studies
Options	Creative Media	OCR Cambridge National Level1 and 2
Options	Hospitality & Catering	WJEC BTEC Level 1 and 2
Options	Engineering	Pearson BTEC Level 1 and 2
Options	Duke of Edinburgh	Duke of Edinburgh Award (Bronze, Silver and Gold)
Options	Health & Social Care	NCFE Level 1 & 2
Options	Performing Arts	NCFE Level 1 Certificate in Performance Skills
Options	Art	GCSE AQA
Options	Religious Studies	GCSE AQA
Option	Independent Living	NCFE Entry levels & Functional skills