Chiron OEP Curriculum Policy

Policy implemented:	June 2023
Last reviewed:	May 2025
Next review due:	June 2027

1. Summary

Chiron OEP is an online education provider which aims to provide top quality online education for young people who are struggling to access mainstream education due to their complex circumstances. We offer a range of programmes for students aged 11 to 16 focused around English, Mathematics and Creative arts. The programmes aim to support young people in building their resilience, confidence and skills to either complete appropriate Level 2 qualifications or re-enter mainstream education. This policy aims to communicate:

Our curriculum intent

- The ways in which our lessons and programmes are designed,
- The programmes we offer,
- The way in which students progress through our programmes, and
- How we ensure that inclusion is embedded in our curriculum.

2. Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Ayesha Allen, Principal
Technical review carried out:	Katie Pingree: Jan 2026
Final quality check carried out:	Craig Harris: Policy, Practice & Information Officer
Date implemented:	June 2023
Version Number:	1.2
Date of the next review:	June 2027
Department responsible:	Education
Job Title of Lead Person:	Ayesha Allen, Principal
Author / Main Contact, including their job title (if different from above):	-

In addition to this policy, local authorities and other commissioners may have their own policies, procedures and guidance which Services must comply with. These policies should complement this policy.

However, there may be additional requirements put in place by local authorities and other commissioners and these must be adhered to. Changes must not be made to Salutem's policies and procedures without corporate approval but, where needed, local procedures should be developed to accompany these.

EQUALITY AND DIVERSITY STATEMENT

The Salutem Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

3. Headings

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This policy must be brought to the attention of all employees.
The controlled version of this policy and its associated documents are available on the Blink Hub. Printed or downloaded copies are uncontrolled and may not be up to date.

4. Content

The Chiron OEP Curriculum Intent

At Chiron OEP our curriculum will:

- Allow students to develop and practise the knowledge, skills and behaviours necessary to succeed academically and more widely in reaching their individual education, career and life goals.
- Offer the opportunity to both learn discrete skills and apply them in more complex rich task or project-based settings.
- Support students with their personal and holistic development, with particular focus on their social and emotional wellbeing (including RSE).
- Promote the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.
- Offer a range of opportunities for individual feedback.
- Offer varied opportunities for success and progress, depending on the needs to the individual
- Ensure students think critically
- Ensure our students are literate and numerate
- Ensure our students are confident problem solvers

At Chiron OEP our lessons will:

- Have built in opportunities to assess learner understanding and progress using the remote AfL techniques discussed in our assessment policy
- Build towards rich tasks which allow learners to test their Knowledge, Skills and Behaviours (KSBs)
- Be informed by the feedback gathered from the assessment of both rich and discrete tasks.

We sequence the knowledge, skills and behaviours required for students to thrive despite any learning that may have been missed.

We focus on problem solving, resilience, exposure to technical application and feedback so that our young people feel confident enough to attempt to apply what they have learned in unfamiliar circumstances. We recognise that for our young people they may have missed some key learning and therefore it is even more important for them to feel able to apply what they know and understand that they have the building blocks for success. We do this by:

- Creating opportunities for project based learning and rich tasks
- Encouraging discussion and feedback
- Giving students a range of different assessment types to support reflection on progress

We believe that as a result of this process students will be able to achieve academic success in their qualifications and beyond.

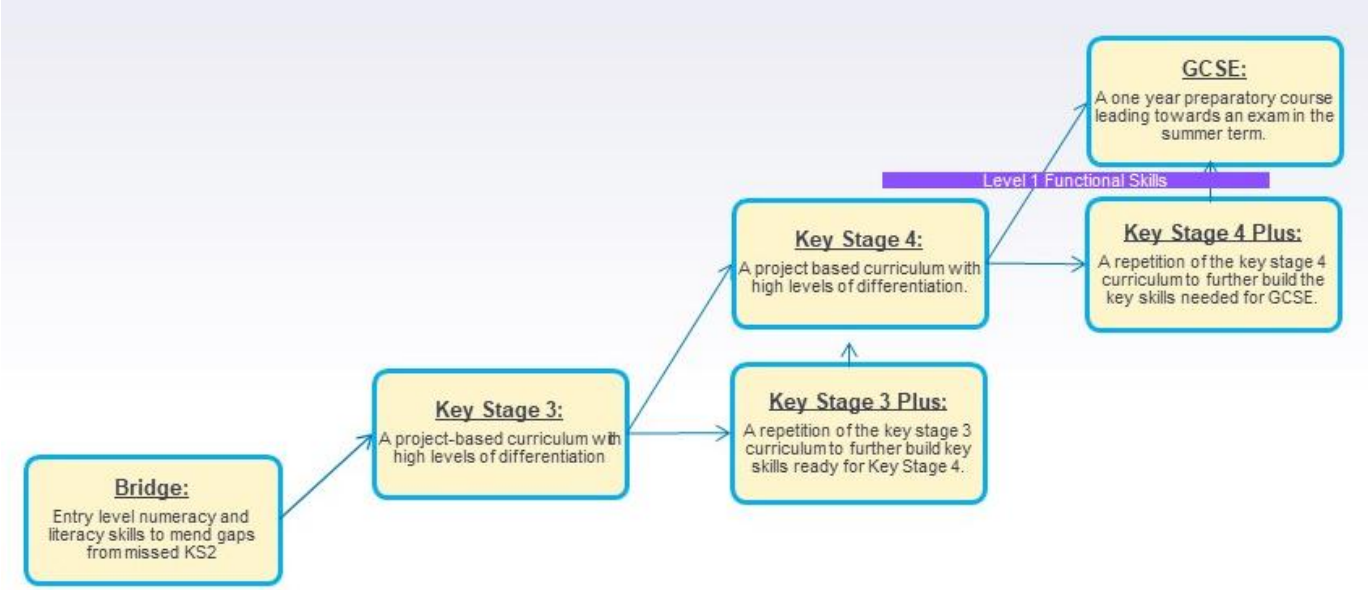
Our Programmes

The whole provision is delivered virtually using Microsoft Teams and a range of educational apps such as OneNote, Showbie and Explain Everything,as mechanisms for delivering lessons, assignments and feedback. Our full curriculum offers explicit teaching across English, Maths, Science, Creative Arts, Humanities and PSHE (with PSHE including a PE component). A full curriculum week is 18+ hours with some students joining us part time focusing on specific aspects of their learning to support their transition to in-person schooling. In recognition of this we make an effort to embed key learning from science, ICT, PSHE and Humanities across the core subjects to ensure that all of our students have access to breadth of curriculum and support students in building mental knowledge maps to support their learning.

We believe that key to remote learning is the feedback that the students receive; we adopt different means of offering feedback (both verbally and written) throughout the term and at formative assessment periods.

Students are expected to log onto lessons and participate in the learning groups. As well as planned sessions students will have regular 1:1 tutorials so that they have the opportunity to discuss their progress, ask questions and get specific support where needed.

The Maths and English curriculum is designed as 4 programmes which students can engage in; Bridge, KS3, KS4 and GCSE:



Progression

On arrival a student's programme will be selected based on discussion with the relevant professionals, the parents/carers and the student themselves. Each stage is designed to last two terms, but assessments and units can be adapted to accommodate students joining at any point during the term.

When appropriate, students' progression is discussed with the student, parents/carers and the relevant professionals, and an agreed progression plan is put into place. Students can;

- Stay at the level they are currently accessing; both KS3 and 4 are designed so that repeating the year is appropriate. Stretch and challenge means that progress if possible even in areas where they have performed well in their first year on the programme and a second at the same level may help a child to gain the confidence they need.
- Progress to the next level of the programme; Where a student is progressing to GCSE it will be advised that they enter to take the Level 1 Functional Skills exam to demonstrate that they have the numeracy needed for GCSE.
- Re-enter mainstream; at this point an appropriate centre will be found and a plan will be made with the family, professionals and LEA to support their re-integration. This should initially include continuing with a reduced online programme to support transition.

Inclusion

Our students need a wide range of support to ensure that they feel comfortable with their learning and understand the progress that they are making. The curriculum should be focus on being mindful to ensure that all students are engaged and able to make progress.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

5. Areas of Governance

This policy has been written with expert contribution from appropriate stakeholders. The Information Governance team will monitor, reflect on and gain organisational learning from the implementation of this policy. This policy will be reviewed and updated two years from implementation unless legal changes demand a more timely amendment.

The application of this policy and its associated documents is mandatory for all services staff, volunteers, agency staff and all other Salutem representatives. Staff understanding of this policy and associated documents will be assured through training, assessment of competency and supervision.

Staff understanding of this policy will be assured through training and the delivery of awareness raising workshops as deemed necessary by Divisional Management. The people we support will be involved in the review to ensure it captures the important issues for them.

6. Areas of Responsibility

The Quality Management team

The Quality Management team will monitor whether the school is complying with the Online Education Accreditation Scheme by offering a “broad and balanced curriculum” which includes the required subjects. This will include review of reports, documents and quality visits holding the Principal to account.

The Principal

The Principal will ensure that the Heads of Curriculum have developed clear curriculum intentions for their subject areas and that these have been communicated effectively to their departments.
The Principal will monitor the effectiveness of the subject curriculums and feed their findings back to the Quality Management Team. The Principal will monitor how curriculum in planned and delivered throughout the school by:

- Lesson observations
- Scheme of work reviews
- Work scrutiny
- Meetings with curriculum heads (supervisions)
- Feedback from students
- Audits of Fundamental British Values in the curriculum

The Teachers

Teachers will ensure that the Scheme of work is kept up to date and is adapted for the needs of students with Special Educational Needs in line with the IEPs. Teachers will keep up to date with the requirements of their specific subjects for the national curriculum and chosen qualifications.

7. Learning and Development

Salutem is committed to ensuring that all staff are aware of what is expected of them so that everyone is appropriately supported. Staff should speak to their line manager in relation to their learning needs using supervision and through the appraisal process.

Include any relevant additional information about training plans, etc here.

8. Associated Documents

Assessment Policy
Scheme of work
Curriculum Intent document
SEND policy

9. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Status	Changes
V1.0	June 2023	New	New policy
V1.1	May 2025	Reviewed	Breadth of curriculum
V1.2	Jan 2026	Reviewed	Roles and responsibilities and FBV audits