

Tutor Doctor Essex Curriculum Policy

Version: 3.0

Policy Owner: Director

Approved by: Director

Effective Date: July 2026

Review Date: July 2028

Document Control

Version	Date	Author	Summary of Changes
1.0	May 2026	Tutor Doctor Essex	Initial policy issued.
2.0	July 2026	Director	Updated to reflect current statutory guidance and governance framework.
3.0	July 2026	Director	Streamlined governance policy with reduced duplication, aligned to Tutor Doctor Essex operational practice and Alternative Provision guidance.

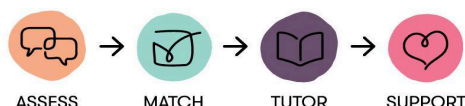
Related Policies

This policy should be read alongside the following Tutor Doctor Essex policies:

- Safeguarding and Child Protection Policy
- SEND Policy
- Attendance Policy
- Behaviour Policy
- Equality, Diversity and Inclusion Policy
- Health and Safety Policy
- Online Safety Policy
- Data Protection and Information Governance Policy
- Complaints Policy
- Tutor Code of Conduct
- Staff Code of Conduct

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1. Purpose and Scope

1.1 Purpose

Tutor Doctor Essex is committed to providing a broad, balanced, ambitious and inclusive curriculum that enables every learner to achieve their potential.

As an Alternative Provision provider, we recognise that learners may experience barriers to education arising from Special Educational Needs and Disabilities (SEND), social, emotional and mental health (SEMH) needs, medical conditions, anxiety-based school avoidance, exclusion or disrupted education. Our curriculum is designed to remove barriers to learning by providing personalised education that supports academic achievement, personal development and positive future destinations.

Our provision is informed by the National Curriculum, statutory guidance and commissioning requirements whilst remaining flexible to meet the individual needs of each learner.

1.2 Scope

This policy applies to:

- all Tutor Doctor Essex staff and tutors;
- learners receiving tuition through Tutor Doctor Essex;
- parents and carers;
- schools, local authorities and commissioning organisations.

The policy applies to all tuition delivered by Tutor Doctor Essex, including provision in schools, homes, libraries, community venues and online where appropriate.

2. Curriculum Intent

Tutor Doctor Essex provides a curriculum that is personalised, inclusive and aspirational. Learning is planned around each learner's starting point, identified needs and agreed outcomes, enabling meaningful progress regardless of previous educational experiences.

Our curriculum aims to:

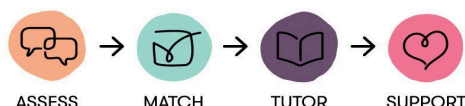
- promote high expectations and academic achievement;
- develop literacy, numeracy and communication skills;
- support personal development and emotional wellbeing;
- remove barriers to learning through adaptive teaching;
- prepare learners for qualifications, further education, employment or training;
- develop confidence, resilience and independence; and
- support successful reintegration into mainstream education where appropriate.

Curriculum planning takes account of referral information, baseline assessments, SEND, Education, Health and Care (EHC) Plans where applicable, and the outcomes agreed with commissioners.

3. Curriculum Delivery

Tutor Doctor Essex delivers personalised education through one-to-one tuition, small group provision and, where appropriate, online learning. Teaching is adapted to meet individual needs and is delivered in safe, approved learning environments.

Learning programmes are based on baseline assessment, prior attainment and identified support needs. Tutors and mentors use evidence-informed teaching strategies to promote engagement, build confidence and enable learners to make sustained progress.



The curriculum is delivered in a way that:

- promotes high expectations;
- adapts learning to individual needs;
- supports learners with SEND and SEMH;
- develops independence and resilience;
- Supports emotional regulation;
- encourages positive relationships and learner engagement; and
- provides appropriate challenge and support.

Personal development is embedded throughout the curriculum. Learning opportunities promote wellbeing, resilience, British Values, SMSC development, online safety, healthy relationships and preparation for adulthood in an age-appropriate manner.

Safeguarding underpins all curriculum delivery. Tutors promote a safe learning environment and report concerns in accordance with the Safeguarding and Child Protection Policy.

4. Curriculum Offer

Tutor Doctor Essex provides a personalised curriculum that reflects each learner's age, stage of education, prior attainment, identified needs and agreed outcomes. The curriculum is flexible and adapted to meet the requirements of individual referrals, while maintaining high expectations for learning and achievement.

Depending on the learner's programme, tuition may include one or more of the following areas.

4.1 Core Curriculum

The core curriculum focuses on developing the knowledge and skills required for academic progress and future learning. This may include:

- English, including reading, writing, spelling, grammar, punctuation and spoken language;
- Mathematics, including number, reasoning, problem-solving and functional mathematics;
- Science, where required to support curriculum continuity, qualifications or reintegration.
- PSHE and RSE to support wellbeing and emotional development.

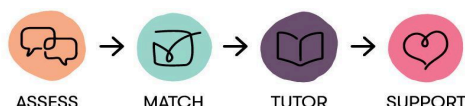
Where appropriate, tuition follows the National Curriculum or relevant examination specifications to support learners working towards recognised qualifications.

4.2 Qualifications and Accreditation

Tutor Doctor Essex supports learners working towards qualifications appropriate to their individual learning programme.

These may include:

- GCSE qualifications;
- GCE Qualifications;
- Functional Skills qualifications;
- Entry Level qualifications;
- examination preparation;
- coursework support; and
- other accredited learning as agreed with commissioners or referring schools.



The level and pace of learning are determined by baseline assessment, previous attainment and the learner's individual needs.

4.3 Personal Development

Personal development is embedded throughout all learning programmes and supports learners to develop the confidence, resilience and independence needed to succeed both in education and in everyday life.

Learning opportunities may include:

- communication and social skills;
- emotional literacy and self-regulation;
- resilience and confidence;
- study and organisational skills;
- independence and preparation for adulthood;
- online safety and digital awareness;
- British Values and spiritual, moral, social and cultural (SMSC) development;
- careers awareness and employability, where appropriate.

These themes are integrated naturally into tuition and adapted to the learner's age, understanding and individual circumstances.

4.4 Flexible Curriculum Pathways

As an Alternative Provision provider, Tutor Doctor Essex recognises that learners access education in different ways and at different stages of their educational journey.

Learning programmes may be designed to support:

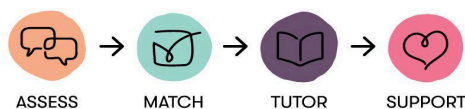
- reintegration into mainstream education;
- transition to specialist provision;
- preparation for post-16 education, employment or training;
- recovery following absence from education;
- learners with SEND or Education, Health and Care (EHC) Plans;
- learners experiencing emotionally based school avoidance (EBSA) or social, emotional and mental health (SEMH) needs.

The curriculum remains flexible throughout a learner's placement and may be adapted in response to progress, changing needs or commissioner requirements.

This approach ensures that every learner receives a curriculum that is appropriate, ambitious and responsive to their individual circumstances, while maintaining a clear focus on educational progress, personal development and positive outcomes.

5. Assessment, Monitoring and Progress

Tutor Doctor Essex is committed to ensuring that assessment is purposeful, proportionate and supports meaningful progress for every learner. Assessment informs curriculum planning, identifies individual strengths and barriers to learning, and enables progress to be monitored throughout each learner's programme.



5.1 Baseline Assessment

Where appropriate, learners complete an initial baseline assessment at the start of their programme. This provides an understanding of current attainment, identifies areas for development and supports the planning of an appropriate programme of learning.

Baseline information may also include:

- referral documentation;
- previous school reports and assessments;
- Education, Health and Care (EHC) Plans, where applicable;
- information provided by parents, carers and commissioners; and
- the learner's own views and aspirations.

The level and type of assessment undertaken will always be appropriate to the learner's age, ability and individual circumstances.

5.2 Monitoring Progress

Progress is monitored throughout the learner's placement to ensure teaching remains responsive to individual needs and agreed outcomes.

Tutors regularly evaluate learners' progress by considering:

- engagement and participation;
- academic development including grading and forecasting;
- confidence and independence;
- attendance and punctuality, where applicable;
- achievement of agreed learning objectives; and
- any emerging barriers to learning.

Where necessary, learning programmes are adapted to reflect changing needs or new information received from commissioners, schools or parents.

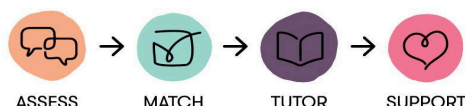
5.3 Half-Termly Progress Reviews

Tutor Doctor Essex completes formal progress reviews at least **half-termly** for learners receiving ongoing tuition.

These reviews provide commissioners, schools and parents with a summary of the learner's progress and may include:

- progress towards agreed outcomes;
- attainment and curriculum coverage;
- learner engagement and motivation;
- attendance, where relevant;
- personal development;
- any safeguarding or wellbeing considerations affecting learning;
- recommendations for future support or curriculum adjustments.

Progress reviews contribute to discussions regarding continuation of provision, reintegration planning and future educational pathways where appropriate.



5.4 Recording and Reporting

Tutors maintain accurate and timely records of each tuition session in accordance with Tutor Doctor Essex procedures.

Records may include:

- session objectives and activities;
- learner engagement;
- progress made;
- any barriers identified;
- safeguarding or welfare concerns reported through the appropriate procedures; and
- agreed next steps.

Progress information is reviewed by Tutor Doctor Essex to ensure consistency, quality and effective communication with commissioners and other relevant professionals.

5.5 Measuring Outcomes

Success is measured against the individual outcomes agreed for each learner rather than solely through examination results.

Outcomes may include:

- improved academic attainment;
- increased confidence and resilience;
- improved engagement with learning;
- development of independence and study skills;
- successful completion of qualifications;
- improved attendance, where appropriate;
- reintegration into education; or
- progression to further education, employment or training.

Tutor Doctor Essex recognises that meaningful progress may look different for every learner and values both academic achievement and personal development.

6. Student Voice and Partnership

Tutor Doctor Essex recognises that effective education is achieved through strong partnerships between learners, parents or carers, schools, commissioners and tutors. We are committed to ensuring that learners are actively involved in their education and that all stakeholders contribute to planning, reviewing and supporting progress.

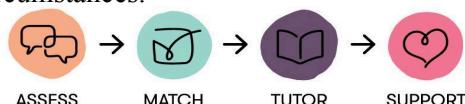
6.1 Student Voice

Learners are encouraged to participate in decisions about their education wherever appropriate. Their views are considered when planning learning programmes, reviewing progress and identifying future goals.

Opportunities to gather learner voice may include:

- discussions during tuition sessions;
- feedback on learning activities and resources;
- participation in progress reviews;
- reflection on achievements and next steps; and
- contribution to future learning targets.

Tutor Doctor Essex recognises that learner participation will vary according to age, communication needs, SEND and individual circumstances.



6.2 Working in Partnership

Effective communication with parents, carers, schools and commissioners is essential to achieving positive outcomes.

Tutor Doctor Essex works collaboratively by:

- maintaining regular communication throughout a learner's programme;
- sharing progress through half-termly reviews or other agreed reporting arrangements;
- responding appropriately to changes in a learner's needs or circumstances;
- contributing to multi-agency meetings where appropriate; and
- supporting collaborative decision-making to ensure provision remains appropriate and effective.

Where learners are looked after by the local authority or supported through wider professional networks, Tutor Doctor Essex works alongside social workers, Virtual Schools, Designated Teachers and other relevant professionals to promote continuity of education and wellbeing.

6.3 Transition and Future Planning

Where appropriate, Tutor Doctor Essex supports learners during periods of educational transition.

This may include preparation for:

- reintegration into mainstream education;
- transition to specialist provision;
- movement between key stages;
- further education or sixth form;
- apprenticeships, employment or training; or
- other agreed educational pathways.

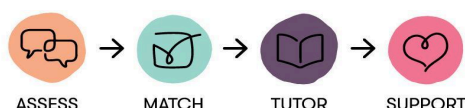
Transition planning is undertaken in partnership with learners, families, commissioners and other professionals to promote positive and sustainable outcomes.

This partnership approach helps ensure that learning remains responsive to individual needs and that decisions are informed by the collective knowledge and expertise of everyone involved in supporting the learner.

7. Roles and Responsibilities

The successful delivery of the curriculum relies on clear leadership, effective collaboration and a shared commitment to achieving positive outcomes for learners. All staff are expected to fulfil their responsibilities in accordance with Tutor Doctor Essex policies, professional standards and statutory guidance.

Role	Key Responsibilities
Director and Education Consultants	Provide strategic and operational oversight of the curriculum, assess learner needs, coordinate referrals, match tutors to learners, oversee personalised learning programmes, monitor learner progress and outcomes, maintain communication with commissioners, parents and schools, ensure compliance with statutory and organisational requirements, and promote continuous improvement through quality assurance and curriculum review.
Tutors	Deliver high-quality, personalised tuition; plan and adapt learning to meet individual needs; maintain accurate session records; complete half-termly progress reviews; promote learner engagement and wellbeing; and report safeguarding concerns in accordance with Tutor Doctor Essex procedures.



Role	Key Responsibilities
Learners	Engage positively with learning, attend sessions where possible, contribute to discussions about their education and work towards agreed learning outcomes with appropriate support.
Parents and Carers	Support learner engagement, communicate relevant information that may affect learning, encourage attendance and work in partnership with Tutor Doctor Essex to promote positive educational outcomes.
Schools, Local Authorities and Commissioner	Provide relevant referral information, contribute to planning and review processes, maintain effective communication with Tutor Doctor Essex and work collaboratively to support each learner's educational progress and wellbeing.

8. Quality Assurance

Tutor Doctor Essex is committed to maintaining high standards of teaching, learning and curriculum delivery through a programme of continuous monitoring, evaluation and improvement.

Curriculum quality is monitored through a range of quality assurance activities, including:

- baseline assessments and learner starting points;
- tutor session records and progress monitoring;
- half-termly progress reviews;
- learner, parent and commissioner feedback;
- tutor observations and supervision, where appropriate;
- safeguarding and wellbeing monitoring; and
- review of learner outcomes and destination data.

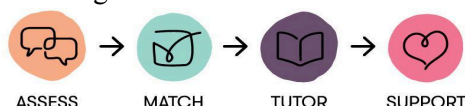
Findings from quality assurance activities are used to identify strengths, inform professional development, improve curriculum delivery and ensure the provision continues to meet the needs of learners and commissioners.

Tutor Doctor Essex is committed to regularly reviewing its curriculum to ensure it remains relevant, inclusive, responsive and aligned with statutory guidance and best practice.

9. Legal Framework

This policy has been developed with regard to relevant legislation and statutory guidance, including but not limited to:

- Education Act 2002
- Children Act 2004
- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 Years
- Keeping Children Safe in Education (Current Edition)
- Working Together to Safeguard Children (Current Edition)
- DfE Alternative Provision Guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance
- The National Curriculum in England



This policy should be read alongside all other Tutor Doctor Essex policies relating to safeguarding, SEND, attendance, behaviour, equality, health and safety and data protection.

10. Monitoring and Review

The Director is responsible for ensuring the effective implementation of this policy and for monitoring its impact across Tutor Doctor Essex.

The policy will be reviewed every two years, or sooner where required to reflect:

- changes in legislation or statutory guidance;
- updates to Department for Education requirements;
- changes to Tutor Doctor Essex operational practice;
- findings from quality assurance activities; or
- recommendations arising from inspections, audits or significant incidents.

Any amendments will be approved by the Director and communicated to staff, tutors and other relevant stakeholders.

Approval

Policy Title Curriculum Policy

Policy Owner Viv Durham - Director

Approved By Laura Adams - Director

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