

1. EDUCATIONAL INTENT

- 1.1 At Indie Education (**Indie**), we are dedicated to providing outstanding education that is broad, balanced, inspiring, inclusive, and learner-centred. Consistent with our vision, we aim for our learners to have the best opportunity to realise their full potential by building their academic, social, and emotional skills and resilience so that they can fulfil their potential in modern British society. We work with learners and parents/carers to ensure that the curriculum takes individual differences into account and provides continuity and progression. Our core values of excellence, innovation, belonging and collaboration are reflected in all elements of our curriculum.

2. CURRICULUM VISION

“What I try to tell young people is that if you come together with a mission, and it’s grounded with love and a sense of community, you can make the impossible possible.” – John Lewis

- 2.1 Our curriculum draws inspiration from the successes and stories of young people we have known and taught. Those young people who have transformed from turbulent experiences and struggles within their school careers to charismatic, caring and career minded young adults.
- 2.2 Often having arrived to us without a sense of belonging or personal aspiration, Indie College will deliver a curriculum with individual passions, talents and needs at its centre and an ambition to connect our young people to a community of future employers, colleagues, mentors and coaches to ensure every likelihood of future success.
- 2.3 Grounded in research and evidence, we set out to focus on three areas that will enhance the life chances of our exceptional learners and foster strong connections with the workplace, society and the world they belong to.

3. CURRICULUM AIM

- 3.1 To empower learners and foster strong connections with their community and global citizens so that they can be successful and responsible citizens in modern Britain. Our aim is to prepare learners for adult life by:
- (a) Preparing our young people for future academia and work, developing the characteristics and personal skills needed for lifelong success and happiness.
 - (b) Ensuring that our young people have a voice in their learning and their future.
 - (c) Providing opportunities that enable them to play an active role in their college and community.
 - (d) Empowering our young people to personally achieve the best possible academic qualifications and standards, whatever their ability.
 - (e) Being brave in tackling challenging topics and spending extended time on mastering and

revisiting important content, moving at a pace that is driven by the learner.

- (f) Empowering our learners to make informed choices and have the motivation to be successful.
- (g) Offering rich experiences. We understand and appreciate that learning is best retained when attached to lived experiences and that vital learning isn't always possible within a classroom.
- (h) Providing experiences that give them the foundations for culturally rich and diverse lives.
- (i) Providing experiences that enable them to show an appreciation for human creativity and achievement.
- (j) Supporting them in developing and sustaining a range of enriching relationships.
- (k) Ensuring that they are empowered to think about issues and understand a range of varied opinions.

4. CURRICULUM RATIONALE

- 4.1 At Indie Education, emotional support and development for all learners is paramount. A vast majority of our learners have special educational needs, and many have Education Health Care Plans. Our colleges specialise in educating young people with social, emotional, and mental health needs, many of whom have been diagnosed with one or more neurodivergent condition. Many of our young people have experienced adverse childhood experiences (ACEs) and their ability to access education has often been fractured, which may have been compounded by specific learning difficulties, motor skills difficulties, mental health issues, and, in fewer cases, a degree of physical impairment.
- 4.2 Ahead of entry, as well as in the initial weeks on roll, we will meet regularly with learners, families and key teaching colleagues to understand their story so far and their hopes and aspirations for their time with us and into their adult life. Using baseline assessments, previous SEN plans or EHCPs, we will create individual learning plans (**ILP**) and bespoke timetable arrangements that are focused on clear end points. All timetables, learner's progress and outcomes will be reviewed termly.

5. CURRICULUM STRUCTURE

- 5.1 Our connected curriculum consists of three key elements:
 - (a) Care
 - (b) Core
 - (c) Careers

5.2 CARE – *Heart*

Developing social, moral, spiritual, and cultural (SMSC) learning in young people is essential for fostering well-rounded individuals who can positively contribute to society. At Indie College, we embed SMSC through every aspect of our curriculum and co-curricular activities as well as

ensuring that we explicitly teach lessons that promote care and tolerance for others and themselves. This holistic approach ensures that young people develop a strong sense of social responsibility, moral integrity, spiritual awareness, and cultural appreciation, preparing them to thrive in a diverse and interconnected world.

5.2.1 ***PSHE, including RSE, and Religious Education***

- (a) At our college, the teaching of Religious Education (RE) and Personal, Social, Health and Economic (PSHE) education is supported by the Jigsaw Education Group, ensuring a comprehensive and cohesive approach to learner development. The RE curriculum is designed alongside Leicestershire's agreed syllabus for RE to provide learners with a deep understanding of various faiths and beliefs, fostering respect and tolerance. It includes engaging activities such as trips and visits from faith leaders, aligning with the curriculum objectives and promoting a well-rounded understanding of different cultures and religions.
- (b) The curriculum plan focuses primarily on ensuring all benchmarks, designed for KS3 school age learners have been met (given the significant gaps in education often experienced by our learners ahead of admission), but can also work dynamically to address individual or group learning needs.
- (c) The PSHE curriculum, supported by the Jigsaw Program, aims to equip learners with the qualities and attributes needed to thrive as individuals and members of society. It covers essential topics such as emotional regulation, healthy relationships, and personal well-being. The program is carefully scaffolded to deliver age-appropriate content, ensuring that all learners, including those with additional needs, receive the support they need to succeed.
- (d) By integrating RE and PSHE education, our college creates a nurturing environment where young people can develop both academically and personally. The emphasis on British values, emotional intelligence, and social responsibility prepares learners for life in modern Britain, promoting a culture of mutual respect and active participation.
- (e) At Indie College, the delivery of Relationships and Sex Education (RSE) is structured to provide learners with a comprehensive understanding of relationships, respect, and personal well-being. The RSE curriculum covers a wide range of topics, including the importance of boundaries, privacy, consent, conflict management, and the different types of relationships that contribute to happiness and stability.
- (f) Our RSE curriculum is designed to be dynamic and responsive to the needs and experiences of our learners. This approach ensures that the content and pace of delivery are tailored to meet the unique requirements of each learner. By doing so, we can provide additional support or interventions to those who need it, helping them make personal progress. This individualised approach allows us to address the diverse needs of young people, ensuring that everyone receives the guidance and education necessary for their personal and social development.

- See also: Indie College's PSHE (including RSE) and RE long term plan, medium term plans and associated lesson plans.

5.2.2 **Fundamental British Values**

- (a) Teaching fundamental British values in our college is crucial for fostering a cohesive and inclusive society. These values—democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs—prepare young people for life in modern Britain. By embedding these values into the curriculum, we help learners understand the importance of participating in democratic processes, respecting others' rights and freedoms, and appreciating the diversity that enriches our communities.
 - (b) Promoting British values begins with the explicit teaching of the values and making real links to experiences within our community. Supported by the training and instruction of 'Jigsaw Education Group' we ensure our educators are confident in their delivery. Beyond teaching specific content, Indie College creates an environment where these values are lived and experienced daily. This includes encouraging young people to engage in discussions, participate in college committee meetings, and take part in activities that promote social responsibility and community involvement. By doing so, we aim to develop well-rounded individuals who are both academically capable and socially responsible.
 - (c) Moreover, teaching British values helps counteract extremism and discrimination by fostering a sense of belonging and respect for all individuals, regardless of their background. It equips learners with the critical thinking skills needed to challenge prejudices and stereotypes, promoting a more harmonious and understanding society.
 - (d) Overall, emphasising British values in education ensures that learners are well-prepared to contribute positively to society, uphold democratic principles, and respect the diverse fabric of our nation.
- See also: Indie College's PSHE (including RSE) and RE long term plan, medium term plans and associated lesson plans.

5.2.3 **Equality Duty**

- (a) Teaching young people about mutual respect based on protected characteristics is crucial in fostering an inclusive and harmonious college environment. By educating learners on the importance of respecting differences in race, religion, gender, sexual orientation, and other protected characteristics, we help them develop empathy and understanding towards others. This education is vital in ensuring equality and diversity within our college, as it promotes a culture where every individual feels valued and respected. Additionally, promoting racial literacy is essential in addressing and challenging prejudices and stereotypes. It equips learners with the knowledge and skills to recognise and combat discrimination, creating a more equitable society. By embedding these principles into our curriculum and daily interactions, we prepare young people to become responsible,

respectful, and active citizens who contribute positively to their communities.

- See also: Indie College's 'Equality Duty' and above PSHE and RSE long term plans and associated lesson plans

5.2.4 ***Learner Voice and Engagement***

- (a) Learner engagement and the importance of the young person's voice are central to fostering a supportive and empowering educational environment. At our college, we prioritise family meetings and create shared spaces where colleagues and learners interact without the traditional barriers of offices. This approach helps break down the power dynamics that can leave young people feeling disempowered by adults. By modelling collaborative, challenging, and solution-focused conversations, adults set a positive example for young people. Additionally, learner committees play a crucial role in our college, providing a platform for young people to experience and contribute to a democratic system. These committees enable learners to voice their opinions, participate in decision-making processes, and effect positive change within the college community. Through these initiatives, we ensure that everyone's voice is heard and valued, promoting a culture of mutual respect and active participation.

5.2.5 ***Zones of Regulation and Behaviour Strategy***

- (a) At Indie College, we understand that the ability to effectively communicate emotions and ideas is critical to the future success and happiness of our learners. Our approach to teaching Zones of Regulation is integral to our overall behaviour strategy. Zones of Regulation is a framework designed to help learners gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. By categorising emotions and states of alertness into four coloured zones, learners learn to identify their feelings and use strategies to manage their emotions and behaviours effectively.
- (b) Our behaviour strategy at Indie College is centred around creating a calm, nurturing, and caring environment that supports every learner both emotionally and academically. We emphasise a restorative and relationship-focused approach, where connection takes precedence over correction. Every young person's voice is heard, and they are encouraged to own their behaviour story.
 - See also: Indie College's 'Behaviour Policy'

5.2.6 ***Social, Emotional and Wellbeing Curriculum***

- (a) Our curriculum is designed to promote personal development and wellbeing by providing learners in all Key Stages with access to a comprehensive Social, Emotional, and Wellbeing curriculum. This curriculum is tailored to each learner's personalised program and the outcomes outlined in their Individual Learning Plan (ILP). Learners can participate in RSHE lessons, where they can achieve Unit Awards, and social skills sessions that are aligned with their ILP outcomes. Additionally, enrichment sessions, such as horticulture, offer

opportunities for learners to earn Unit Awards while engaging in hands-on activities. Mental health and wellbeing sessions are also available, ensuring that learners receive the support they need based on their individual needs and goals. This holistic approach helps young people develop essential life skills, build resilience, and foster a sense of wellbeing.

5.3 CORE – Head

Fundamental to the success of our learners is the acquisition of qualifications and skill sets in maths and English. The delivery of P.E. and access to activities that promote physical and mental well-being are also central to our offer. Moreover, we deliver schemes of learning and qualifications that ensure our young people leave us as able orators and digitally confident individuals. Success at the core is pivotal to the future success of our learners.

5.3.1 English

- (a) The delivery of English at Key Stage 4 is tailored to meet the diverse interests and abilities of our learners. We offer a range of qualifications, from Entry Level Certificates to GCSE English Language and Literature, ensuring that each learner can achieve their full potential. Learners are matched to an English qualification based on cognitive ability, future employment requirements, and their interests. Our curriculum is designed to develop essential language skills, with a strong emphasis on reading, writing, and spoken language.
- (b) By providing a variety of pathways, including Functional Skills and GCSE options, we ensure that learners are well-prepared for future academic and career opportunities. This approach not only enhances their academic achievements but also fosters a love for literature and effective communication skills, which are crucial for their overall development and success in life.
 - See also: English Language and Literature long term planning and example medium term plans and lesson sequence.

5.3.2 Maths

- (a) Our maths curriculum is designed to be ambitious and tailored to meet the needs of our learners. Our vision is for every learner to leave with a qualification in maths that will enable them to better access their post-16 pathways and future employment. We aim to develop learners who are not afraid to problem-solve, explain their methods, and build on their learning. Our maths learners are encouraged to be brave and resilient, understanding the value of achieving success in maths and how it can benefit their future.
- (b) The curriculum is structured to provide a comprehensive journey, chapter by chapter, ensuring that learners are well-prepared for their next steps. We have introduced a maths-specific feedback policy, sliding scales for self-assessment, and time for fixing added to planning. Assessment systems are in place to inform interventions and ensure that learners receive the support they need to succeed.
- (c) Our approach emphasises the importance of scaffolding, building techniques, and modelling,

much like the teaching of writing. We understand that learners need deliberate instruction and opportunities to practice and refine their abilities. Overall, our maths curriculum is designed to create confident, critical thinkers who are well-prepared for future academic and career challenges.

- See also: Maths long term planning and example medium term plans and lesson sequence.

5.3.3 **Science**

- (a) The delivery of Science at Key Stage 4 is designed to engage and challenge learners across a wide range of abilities and interests. We offer a variety of qualifications, from Entry Level Certificates to GCSE Combined Science, ensuring that every learner can access a pathway suited to their needs and aspirations. Learners are matched to the most appropriate qualification based on cognitive ability, future goals, and individual learning profiles.
- (b) Our curriculum promotes curiosity, critical thinking, and practical investigation, with a strong emphasis on developing scientific literacy and understanding of the world. Through structured planning and differentiated teaching, learners build knowledge across biology, chemistry, and physics, preparing them for further study and employment in STEM-related fields.
- (c) This inclusive and ambitious approach fosters a lifelong interest in science and equips learners with the skills needed to succeed in academic, professional, and everyday contexts
 - See also: science long-term planning, medium-term plans, and lesson sequences

5.3.4 **Oracy**

- (a) Indie College's Oracy Framework aims to empower young people to become global citizens, critical thinkers, and lifelong learners, adaptable to the 21st century. At the heart of this work is oracy, which we see as the intersection between learning through talk and learning to talk. This skill has the capacity to transform the lives of all our young people.
- (b) Learners in our colleges need structured opportunities to explore their thoughts and ideas through talk, as well as explicit instruction on how to communicate effectively. Teaching oracy and communication is our moral imperative; we need to ensure that the word and communication 'poor' become 'word rich'.
- (c) Our young people need these foundational skills broken down, explicitly taught, regularly revisited, and celebrated. Just as with writing, we understand that this skill needs scaffolding, building technique by technique, and modelling. Young people do not learn to improve their writing by simply 'doing more writing'. The same applies to oracy and communication. We must teach it deliberately and give learners every opportunity to feel that their voice is powerful and heard.

- See also: Indie College's 'Oracy and Communication Strategy'

5.3.5 **Digital Literacy**

- (a) Digital literacy is crucial in our college as it equips young people with the skills they need to navigate and thrive in an increasingly digital world. By fostering digital literacy, we empower young people to critically evaluate online information, use technology responsibly, and engage in digital communication effectively. This not only enhances their academic performance but also prepares them for future careers where digital competence is essential. Moreover, digital literacy promotes creativity, problem-solving, and collaboration, enabling learners to become innovative thinkers and active participants in the global community. Ensuring that our learners are digitally literate is fundamental to their success and well-being in the 21st century.
- (b) At Indie College, we leverage our strong links with Microsoft to ensure that a large proportion of our learners' work is created and showcased digitally within TEAMS classrooms and OneNote. All colleagues work towards Microsoft digital competency modules and are confident in using online accelerators to significantly reduce barriers to learning. Confidence in using digital accessibility tools is vital to allowing our young people fairer access to examinations and professions within the workspace.

- See also: Indie Education; establishing a comprehensive AI and digital strategy

5.3.6 **Physical Education (PE)**

- (a) At our college, the teaching of Physical Education (PE) is greatly enhanced through our strong partnership with local activity organisations and the expertise of our specialised PE staff. This collaboration provides our learners with access to professional coaches, high-quality resources, and excellent local spaces in the community, enriching their PE experience. The knowledge and guidance of our dedicated PE staff help young people develop their skills, while the use of top-tier resources and facilities ensures that our PE curriculum is both engaging and effective. This approach promotes a lifelong love for physical activity and wellbeing among our learners. Our commitment to excellence in PE not only raises standards across the college but also inspires students to pursue future opportunities in sport, leadership, and active lifestyles.

- See also: PE long term planning and example medium term plans and lesson sequence.

5.4 **CAREERS – Hands**

At Indie College, we are committed to preparing our learners for future careers by providing a comprehensive and supportive educational experience. Upon entry, learners are encouraged to explore future career options through realistic, appropriate, and challenging choices; a regularly reviewed individual learning plan and timetable is created with this endpoint as the ultimate goal. This process is enhanced by collaboration with local employment hubs, colleges, and organisations like the Leicester Tigers Foundation and Leicester College. Learners further explore

career paths through visits to local colleges, workplaces, meetings with local employers, and a range of experiential and certificated courses offered by post-16 learning providers. More widely, our curriculum is designed to develop the characteristics and personal skills needed for lifelong success and happiness, ensuring that young people are well-prepared for future academia and work. This holistic approach helps our learners transition smoothly into the next stage of their education and employment, equipping them with the skills and experiences necessary for a successful adult life. Parents and carers play a key role and are invited to support their children's career exploration at regular assessment showcase events and weekend family community events.

5.4.1 ***Community Engagement and Volunteering***

- (a) Community engagement and volunteering are vital components of the educational experience at Indie Education. These initiatives provide learners with opportunities to develop essential life skills, foster a sense of responsibility, and contribute positively to their communities. At Indie, the careers program emphasises the importance of volunteering as part of a young persons' career pathways, offering them the freedom and guidance to choose from various options, including full-time education, apprenticeships, part-time education, training, employment, or volunteering. This approach helps learners build a strong foundation for their future while making meaningful contributions to society.
- (b) Indie Education also prioritises community engagement by creating shared spaces where colleagues and learners interact without traditional barriers, fostering a sense of equality and collaboration. This environment encourages young people to participate in community activities and volunteer their time and skills to support local initiatives. By involving learners in these activities, Indie Education aims to develop well-rounded individuals who are not only academically capable but also socially responsible and engaged citizens.
- (c) Overall, the emphasis on community engagement and volunteering highlights the importance of these experiences in shaping learners' personal and professional growth. By actively participating in their communities, young people learn the value of empathy, teamwork, and civic responsibility, preparing them to become positive contributors to society.

- See also: Careers Strategy - Indie

5.4.2 ***Experiences in the Workplace***

- (a) At Indie Education, we offer a variety of workplace experiences to help learners explore different career paths and gain practical skills. These experiences include work placements with local businesses, career days and workshops with professionals, training programs, volunteering opportunities, and industry visits. By providing these diverse opportunities, we ensure that learners can make informed decisions about their futures and develop the skills needed to succeed in the professional world. This hands-on approach fosters a sense of

responsibility and engagement with the community, preparing young people for the challenges and opportunities ahead.

- See also: Careers Strategy - Indie

5.4.3 ***Social Interaction and Discovery***

- (a) Our Discovery Intervention at Indie Education is designed to provide young people with enriching social experiences and opportunities for personal growth. One of the key components of this intervention is the National Trust's "50 Things to Do Before You Are 11 3/4" initiative, which encourages learners to engage in a variety of activities that promote exploration, creativity, and social interaction. These activities range from outdoor adventures and creative projects to community involvement and teamwork exercises, all aimed at helping young people develop essential life skills and build confidence.
- (b) The intervention also emphasises the importance of social experiences by fostering a collaborative learning environment. Learners are encouraged to share their expertise and knowledge, helping each other reach their full potential. This approach not only enhances academic learning but also supports the development of strong social bonds and a sense of community within the college.
- (c) Overall, Discovery Intervention aims to create a well-rounded educational experience that prepares young people for future success by promoting both academic excellence and personal development.

- See also: Associated Discovery Intervention planning and link to National Trust website:
<https://www.nationaltrust.org.uk/visit/50-things>

5.4.4 ***Career Guidance and Making Informed Choices***

- (a) Learners at Indie College benefit from regular academic and career health checks, ensuring they receive continuous support and guidance throughout their educational journey. These checks help identify each learner's strengths, areas for improvement, and career aspirations, allowing for personalised support and interventions.
- (b) We draw on the expertise of volunteers working in various industries to mentor our young people. These industry professionals will provide valuable insights, advice, and real-world experience, helping learners understand different career paths and develop essential skills. This mentorship program is the cornerstone of our career guidance strategy, fostering strong connections between learners and the professional world.
- (c) To further support career exploration, we utilise online platforms that offer resources and tools for young people to research and explore different career options. These platforms provide information on various professions, required qualifications, and potential career pathways, empowering young people to make informed decisions about their futures.
- (d) Additionally, we will leverage our strong relationships with local authority career guidance

professionals to provide comprehensive support for our learners. These professionals offer expert advice, workshops, and one-on-one sessions to help learners navigate their career choices and transitions. By combining these resources, Indie Education has created a robust and supportive environment that prepares young people for successful and fulfilling careers.

- See also: Indie Education's 'Mentoring Programme'

5.4.5 ***Vocational Qualifications***

- (a) At Indie Education, we offer a diverse range of vocational qualifications to cater to the varied interests and career aspirations of our learners. These qualifications include Level 1 Health and Social Care, Level 1 Motor Vehicle Studies, Level 1 Sports, Leisure & Recreation, and Level 1 BTEC Certificate in Construction. Additionally, learners can pursue BTEC qualifications in areas such as Sport, Health and Social Care, Public Services and Creative Media.
- (b) For those interested in more specialised fields, we offer Unit Awards in Hair and Beauty, Motor Mechanics, and Woodwork. These vocational qualifications are designed to provide practical skills and hands-on experience, ensuring that learners are well-prepared for employment or further education upon leaving college.
- (c) Moreover, we provide access to AQA Unit Awards, which recognise learners' achievements in various subjects and skills, offering a flexible and personalised approach to learning. We also offer ASDAN qualifications, including the Certificate of Personal Effectiveness (CoPE) and Personal Development Programmes, which focus on developing essential life skills and promoting personal growth.
- (d) Overall, our vocational curriculum aims to equip young people with the knowledge and skills needed to succeed in their chosen careers, fostering both personal and professional growth.

5.4.6 ***Partnership Access and University Visits***

- (a) We utilise strong relationships with local and national colleges, schools, and universities to access valuable resources and expert input. This collaboration ensures that our learners are well-informed about the next steps in their education and career paths. By familiarising learners with these opportunities, we help them make informed decisions about their future learning and development. This approach not only enriches their educational experience but also prepares them for a seamless transition to higher education and professional environments.

5.4.7 ***Learning Environment***

- (a) Our work with Noble and Eaton and Envoplan focuses on creating spaces designed for neurodiversity that resemble grown-up work environments rather than traditional school settings. These spaces incorporate thoughtful acoustics, biophilic design elements, and carefully chosen colour palettes to promote wellbeing and low arousal. By prioritising these aspects, we aim to create an inclusive and supportive environment that caters to the diverse needs of our learners, enhancing their learning experience and overall wellbeing.

- See also: Noble and Eaton and Envoplan design documents

5.4.8 ***Residential and Independent Living***

- (a) Residential visits and teaching independent living are integral components of the educational experience across Indie Education. These regular 'rites of passage' play a crucial role in fostering personal growth and independence among learners. Residential visits provide learners with opportunities to develop essential life skills, such as money management, self-regulation, and interpersonal communication. These experiences help learners build confidence and resilience, preparing them for the challenges of adulthood.
- (b) By integrating residential visits and independent living education into the curriculum, Indie Education aims to equip young people with the knowledge and skills they need to navigate their future endeavours successfully. These experiences not only enhance academic learning but also contribute to the overall well-being and personal development of each learner.

5.4.9 ***Public services and accessing a network of support***

- (a) Our community and independent living work ensures that our learners develop a deep understanding and respect for public services. Through various programs and initiatives, we equip learners with the knowledge they need to access these services in the future. Additionally, we provide opportunities for them to explore careers within the public sector, encouraging them to consider training to become professionals in this field. This comprehensive approach not only prepares young people for independent living but also fosters a sense of civic responsibility and community engagement. By understanding and appreciating the role of public services, our learners are better prepared to contribute positively to society.

6. IMPLEMENTATION – DELIVERING THE CURRICULUM

- 6.1 Our curriculum is supported by our unique personalised approach to education that is learner-centred and strengths-based focussing on the holistic development of the young person. Within this personalised program of study, the college offers each learner an individualised curriculum. The learner's individualised curriculum is developed by college leaders, or a designated teacher, in collaboration with the young person and the parent/carer/foster carer/social worker. They are designed based on learner choices, their interests, aspirations, and the targets that are set in their ILP.

7. INDIVIDUALISED AND SMALL GROUP TEACHING

- 7.1 The curriculum is delivered through 1:1 to 8:1 teaching, where learners are taught in a personalised safe space. Personalised 1:1 or 2:1 teaching gives learners an opportunity to build trusting relationships with staff and it gives staff an opportunity to establish routines and boundaries in an environment where learners do not feel pressured by their peers.

8. EXPERT KNOWLEDGE OF STAFF

- 8.1 Learning is delivered by a strong staff team that possesses a deep knowledge and understanding of their subject specialism, as well as a good grasp of learners' needs. To ensure that teachers have the depth of knowledge required to deliver concepts clearly and address misconceptions adequately, the college employs qualified teachers or unqualified teachers who have, or are currently enrolled in, a degree in their subject specialism and working towards QTS.

9. COMPREHENSIVE PLANNING

- 9.1 It is the teacher's role within the college, through implementing Indie Education curriculum policies and practices, to ensure that they provide a variety of relevant experiences for our learners. This is done through careful planning of the curriculum and informed by regular assessment, academic and career health checks and annual reviews.

10. QUALITY TEACHING AND LEARNING

- 10.1 Indie Education practitioners are trained within the SSAT's Teacher Effectiveness Enhancement Programme (TEEP), a research-based framework designed to enhance the quality of teaching and learning while boosting learner engagement. Grounded in evidence-based pedagogical practices, TEEP emphasises interactive teaching, effective classroom management, and fostering a positive classroom climate. The programme encourages teachers to reflect on and improve their practice through collaborative learning and the sharing of best practices. By promoting higher-order thinking skills and autonomy in learners, TEEP aims to create dynamic and inclusive learning environments that support academic progress and holistic learner development. Research by the Centre for the Use of Research and Evidence in Education (CUREE) highlights TEEP's effectiveness in increasing teacher efficacy and providing a consistent model for teaching and learning.

10.1.1 *Assessment and Learner Progress*

- (a) At Indie Education, we assess the impact of our work and outcomes for young people through a comprehensive approach that includes various methods and tools. Our assessment strategy is informed by regular assessment showcase events with parents and carers, which help us gather valuable feedback and make accurate projections. We also engage in moderation with other settings to ensure the accuracy of our assessments.
- (b) We utilise FFT data, where available, as well as baseline assessments in Accelerated Reader, Century, CAT4, and Impact Ed to set aspirational targets for our learners. Regular end-of-key-stage forecasts, academic health checks, and mentoring are integral to our approach. These assessments provide a starting point for learning and help us set accurate and ambitious targets for our learners.

10.1.2 *Evaluating Our Impact*

- (a) At Indie Education, we regularly review the impact of our provision using a variety of data sources, including attendance data, qualification results and forecasts, learner and

parent/carers feedback, small steps of progress towards EHCP targets, behaviour logs, intervention records, and EET figures. Every six weeks, we hold RAP meetings (Resource Allocation Panel) involving senior leaders, intervention colleagues and learner support specialists to review this data for each learner. During these meetings, we allocate additional resources where appropriate or modify individual learning plans to better support our learners.

- (b) We hold each other accountable and strive to make every impact we can, ensuring that no young person is overlooked. Our commitment to providing the highest quality education transforms the life chances of our learners. Our unwavering dedication empowers them to overcome barriers and achieve future success and happiness.

11. POLICY REVIEW

- 11.1 In accordance with Indie's policy review protocol, this Policy will be reviewed annually. If there are material changes to circumstances before the 12-month review period, this Policy will be reviewed immediately to ensure its contents remain effective and up to date.

12. AUTHORISATION

- 12.1 This document has been authorised by the Chief Executive Officer.