

Curriculum Policy

Aims & Objectives

Nisai provides online educational programmes on behalf of schools, local authorities, government partners and other commissioning organisations. Our provision supports a diverse range of learners, including those with special educational needs and disabilities (SEND), medical needs, social, emotional and mental health needs (SEMH), disrupted educational experiences, and other barriers to accessing education. In addition to academic provision, Nisai may provide virtual and face-to-face mentoring, where commissioned, to support wellbeing, engagement, personal development and successful participation in learning.

Our curriculum is designed to provide a broad, relevant and purposeful educational experience that supports engagement, achievement, personal development and progression. Through flexible and responsive learning pathways, students are supported to develop the knowledge, skills and confidence needed to progress to their next stage of education, training or employment.

Nisai is approved by the Department for Education (DfE) to support post-16 SEND learners and is accredited through the Online Education Accreditation Scheme (OEAS). These recognitions reflect our commitment to maintaining high standards in curriculum delivery, teaching, student support, safeguarding and educational outcomes.

Nisai recognises that learners access provision for a wide variety of reasons and at different stages of their educational journey. The subjects, qualifications, programmes and level of study accessed by each learner are determined in partnership with the commissioning school, local authority, government partner or other commissioning organisation and are based on the student's individual needs, circumstances and intended outcomes. Consequently, some learners may access a single subject or targeted intervention programme, whilst others may follow a broad and balanced full-time curriculum comprising multiple subjects and additional support services. Nisai's flexible curriculum model enables provision to be tailored appropriately while maintaining high expectations, promoting engagement and supporting positive educational outcomes.

Curriculum Principles

Nisai's curriculum is designed to:

- Be ambitious for all learners regardless of starting point.
- Remove barriers to learning and promote inclusion.
- Develop knowledge, skills and understanding progressively over time.
- Prepare students for the next stage of education, employment or training.
- Support personal development, wellbeing and independence.
- Promote equality, diversity and respect.
- Prepare learners for life in modern Britain and the wider global community.

Roles and Responsibilities

Head of Teaching & Learning

- Lead the strategic development, implementation and review of the curriculum.
- Ensure the curriculum remains inclusive, ambitious and responsive to learner and commissioning needs.
- Monitor curriculum quality, outcomes and compliance with relevant regulatory and accreditation requirements.

Teachers

- Deliver a high-quality curriculum that meets the needs of individual learners.
- Use assessment information to plan, adapt and monitor learning.
- Promote engagement, progress, personal development and positive outcomes.

Student Services, Wellbeing and Mentoring Staff

- Support learner engagement, wellbeing and participation in education.
- Work collaboratively with teachers, families, schools and commissioning organisations to remove barriers to learning.
- Provide additional support and interventions where appropriate and commissioned.

Students

- Engage positively with learning opportunities and participate to the best of their ability.
- Communicate any concerns or support needs with appropriate staff.
- Take increasing responsibility for their learning, progress and personal development.

Parents/Carers (where applicable)

- Support learners to engage with their educational programme.
- Work in partnership with Nisai and commissioning organisations to promote positive outcomes.

Commissioning Schools, Local Authorities and Other Partners

- Work collaboratively with Nisai to determine appropriate curriculum pathways, intended outcomes and support arrangements.
- Share relevant information to support effective curriculum planning and learner progress.

Full-Time Provision

Full-time students typically access English, Mathematics and Science alongside wider curriculum subjects such as Physical Health, Creativity Studies, PSHE and other subject options appropriate to their key stage, individual needs and commissioned programme of study. This pathway ensures that learners benefit from both academic rigour and a holistic curriculum that supports their personal development, wellbeing, and readiness for further education, employment, or reintegration into mainstream provision.

Curriculum Structure

Nisai recognises that students may join the school with different educational experiences, levels of prior attainment and individual learning needs. Curriculum placement is therefore informed by a student's current ability, prior learning and readiness for the next stage of study, rather than being determined solely by chronological age or traditional school year.

Nisai's curriculum provides a progressive pathway from upper Key Stage 2 through to Key Stage 5, enabling students to access the level, programme or qualification pathway most appropriate to their starting point, needs, aspirations and intended outcomes.

Whilst this policy outlines the curriculum framework and pathways available, full details of the subjects, qualifications and programmes currently offered can be found within Nisai's Course Guide. Schools, local authorities, parents/carers and students should refer to this document for the most up-to-date information regarding course content, entry requirements and qualification pathways.

Key Stage 2 (KS2)

At Key Stage 2, Nisai provides a focused and supportive curriculum in English, Mathematics and Science for students working at Year 5 and Year 6 equivalent levels:

- Foundation of Excellence – broadly equivalent to Year 5 level
- Building Excellence – broadly equivalent to Year 6 level

These programmes focus on developing and consolidating essential knowledge and skills, addressing gaps in prior learning, building confidence and independence, and preparing students for successful progression into Key Stage 3.

Key Stage 3 (KS3)

At Key Stage 3, students follow Nisai's ability-based curriculum levels:

- NS1 – broadly equivalent to Year 7 level
- NS2 – broadly equivalent to Year 8 level
- NS3 – broadly equivalent to Year 9 / pre-GCSE level

These levels provide a structured pathway towards qualification-level study while allowing students to access learning that reflects their academic starting point and readiness to progress.

Key Stage 4 (KS4) and Qualification Pathways:

At Key Stage 4, students may progress onto an appropriate qualification pathway according to their prior attainment, ability, individual needs and intended outcomes. Pathways may include:

- GCSE
- Functional Skills (E3, L1, L2)
- Digital Skills (L1, L2)
- Employability (L1, L2)

Functional Skills provide an important alternative qualification pathway and may be particularly appropriate for students who require a different route to developing and demonstrating essential English and Mathematics skills. Placement is based on the student's assessed starting point and readiness rather than age alone, with opportunities to progress through the levels where appropriate.

Key Stage 5 (KS5) and Advanced Study:

At Key Stage 5, Nisai provides opportunities for students to continue into advanced and post-16 study. Programmes are selected according to students' prior attainment, academic readiness, aspirations and intended progression routes and may include:

- AS Level – advanced study which may lead to a standalone AS qualification, where offered
- A Level – a 2-year full A Level programme, leading towards completion of the full A Level qualification
- Functional Skills, where these remain appropriate to the student's individual pathway and progression goals
- Other vocational or qualification pathways, where available and appropriate

Key Stage 5 provision is designed to support progression beyond school, including entry into higher education, further education, apprenticeships, training or employment. Students are supported to select programmes that provide appropriate academic challenge while aligning with their longer-term aspirations.

Placement and Progression

The curriculum structure is designed to provide a clear pathway while recognising that student progression is individual and may not always be linear. Students may enter Nisai at different points within this structure and may require consolidation, additional support or an alternative qualification pathway before progressing.

Placement and progression are informed by prior attainment, initial and ongoing assessment, teacher judgement, engagement and evidence of academic progress. This enables Nisai to provide an appropriately challenging and

supportive curriculum pathway for each student while maintaining high expectations and working towards meaningful qualifications and future progression.

Assessment and Enrolment

Upon enrolment, all students have the opportunity to complete a wellbeing questionnaire issued by Customer & Student Support Team (CaSST). This gathers information about learners' interests, strengths, aspirations and support needs, which is recorded within Nisai's Personal Wellbeing Plan (PWP) system. Teachers use this information to support engagement and help students work towards their personal goals and aspirations.

Students complete initial screening assessments in English and Maths. These establish a baseline for learning and ensure that curriculum choices are aligned to the student's current level. Following this, subject-specific prior learning assessments are used to identify gaps in knowledge. These insights allow teachers to tailor support, reinforce key concepts, and scaffold learning effectively.

Teachers also review relevant documentation, including Education, Health and Care Plans (EHCPs), to ensure teaching strategies are personalised and inclusive.

Teaching, Learning and Curriculum Implementation

Nisai's curriculum is delivered through a combination of high-quality teaching, personalised support, assessment-informed planning and ongoing quality assurance. Teaching takes place within an interactive and inclusive virtual environment designed to promote engagement, independence, confidence and academic progress.

Key features of curriculum delivery include:

- **Live online teaching** delivered by qualified and experienced staff.
- **Small class sizes** (maximum of 15 students per class) to enable personalised support and meaningful interaction.
- **Short, focused lessons** designed to maintain engagement and maximise retention.
- **Adaptive teaching strategies**, informed by assessment data, EHCPs, learner profiles and real-time feedback, to provide appropriate support and challenge.
- **Formative and summative assessment** to monitor progress, identify next steps and inform teaching.
- **Regular assignments** issued and tracked through Nisai's online platforms to support learning and monitor engagement.
- **Digital learning resources and recorded lessons** that enable revision, consolidation and independent learning.
- **Mentoring and wellbeing support**, where appropriate or commissioned, to help remove barriers to learning and promote positive participation.
- **Regular quality assurance activities**, including lesson observations and curriculum reviews, to maintain high standards of teaching and learning.

Through this approach, Nisai seeks to ensure that all learners experience a coherent, engaging and accessible curriculum that supports both academic achievement and personal development, preparing them for their next stage of education, training or employment.

Monitoring and Reporting

Student progression is monitored and recorded via Nisai's NISIMS system. Teachers record progress against course learning objectives. This is regularly reviewed to ensure that students are working at the most appropriate level and making regular progress.

Nisai works closely with partner schools, local authorities, and governments, providing:

- Progress data and assessment reports
- Attendance and engagement summaries
- Outcome tracking aligned to national benchmarks

This collaboration ensures that all stakeholders are kept informed and able to support students effectively within their broader educational plan.

Personal Development

Through the curriculum and wider educational offer, students are supported to develop:

- confidence and resilience
- communication skills
- independence
- emotional wellbeing
- healthy relationships
- careers awareness
- online safety
- understanding of diversity and inclusion
- knowledge of British Values and democratic participation

Careers, Information, Advice and Guidance (CIAG)

Nisai supports students in understanding future education, employment and training opportunities through careers-related learning, progression discussions, career platforms such as Unifrog and signposting to appropriate external services.

Additional Learning Provision:

The Learning Space

Nisai provides access to The Learning Space, a calm and structured online drop-in session available to all students.

This provision enables students to complete independent learning in a safe and supportive environment. Learners work at their own pace whilst receiving guidance from experienced teachers, building confidence, independence, and resilience. Teachers provide ongoing support to clarify understanding and remove barriers to learning. The provision promotes positive study habits, organisation, and sustained engagement, and is particularly beneficial for students with SEND.

The Learning Space forms part of Nisai's guided learning offer, providing regular opportunities for live, teacher-supported independent study linked to the curriculum. Whilst attendance is flexible, participation is encouraged to support engagement and progress.

Sessions run twice weekly:

- Tuesday: 3:45pm – 4:30pm
- Friday: 3:45pm – 4:30pm

Study Skills Sessions (Examination Skills Preparation)

Students preparing for examinations are offered fortnightly Study Skills sessions (from October).

These sessions focus on:

- Revision strategies and techniques
- Time management and organisation
- Examination techniques
- Independent study skills

This provision supports students to approach assessments with confidence and maximise their outcomes.

Additional Programmes:

Nisai offers a range of additional programmes designed to support learners with differing educational needs, levels of attainment and barriers to learning. These include short-term alternative provision programmes, subject-specific courses in English, Mathematics and Science, emotional wellbeing interventions, and literacy support programmes. Provision may be delivered through a combination of live teaching, interactive learning resources and specialist support tools. Programmes are designed to improve engagement, develop core skills, address gaps in learning, build emotional resilience and support successful progression back into education, training or employment where appropriate.

Additional services

Additional services may be commissioned to support individual learner needs, enhance engagement and remove barriers to learning. These services may include:

- **Personalised Learning Support Programme (PLSP)** specifically for young people who require the additional support of a Nisai mentor. Learners accessing this programme may need support in lessons, help with assignments, encouragement or to have additional support with any behavioural or emotional requirements facilitated by other professional organisations.
- **Virtual Mentoring** specifically designed for learners accessing our standard academic provision who require a mentor to support them with non-academic skills. The virtual support is designed to offer encouragement, support and confidence building.
- **Units of Sound** personalised development of reading, spelling, memory and dictation areas of English. This can be beneficial to any learner that struggles with processing sounds within their own use of the language.
- **WordQ** software helps users to read, write and communicate with greater ease and independence through features including word prediction, text-to-speech, proofreading support and speech recognition functionality.

Curriculum Impact

The effectiveness of the curriculum is evaluated through:

- student progress data
- attainment and qualifications achieved
- attendance and engagement
- student voice
- parent/carers feedback
- commissioning partner feedback
- destination data
- quality assurance activities

Overall:

Nisai's curriculum is grounded in the principles of inclusion, personalisation, and academic excellence. By offering a flexible, level-based structure and embedding assessment into every stage of learning, we ensure that students receive the right support at the right time. Where appropriate and commissioned, mentoring and wellbeing support further enhance students' ability to engage successfully with learning and achieve positive outcomes.

Our curriculum provides a broad and balanced offer, supporting learners to develop knowledge, skills, and cultural understanding, including their role within modern society. Across all subjects, teaching and learning embed opportunities to explore the Sustainable Development Goals (SDGs), British Values, Prevent, PSHE and RSHE, alongside the development of creativity and thinking skills, where appropriate. We are committed to continuously refining our curriculum and delivery in line with national guidance, student needs, and international developments, ensuring all learners are well prepared for further education, employment, and life beyond school.

Related Policies:

This policy should be read in conjunction with other Nisai policies and procedures, particularly those relating to safeguarding, SEND, attendance, behaviour, careers education, quality assurance, teaching and learning, and student wellbeing.

- SEN Policy
- Attendance Policy
- SOW Procedure
- Lesson Planning Procedures
- Procedure for Live Lessons
- Quality Assurance Policy
- CIAG Policy
- Behaviour Policy
- Safeguarding Children and Vulnerable Adults policy

Policy Responsibility:

The Chief Operating Officer has overall responsibility for this policy and for ensuring that sufficient systems, resources and oversight are in place to support its implementation, monitoring and review.

The Head of Teaching is responsible for the day-to-day implementation of the curriculum and for ensuring that curriculum delivery remains aligned with the principles outlined within this policy.

All teaching, mentoring, wellbeing and student support staff are responsible for contributing to the effective delivery of the curriculum and supporting positive learner outcomes.

Policy Review:

This policy will be reviewed annually, or sooner if required, to reflect changes in legislation, statutory guidance, accreditation requirements, operational practice or the needs of learners and commissioning organisations. This policy will also be reviewed following any significant changes to curriculum provision, statutory requirements or organisational structure.

To be Reviewed: July 2027