



Curriculum Policy

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Approved by:

Rob Grays – Chief Executive Officer

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Definitions

- **Child or Children** - any person under the age of 18.
- **Client** – an organisation, which engages with Prospero Group to purchase Work-Finding Services. This includes, amongst others: Schools, Local Authorities, Care Homes, Universities, Parents/Carers and Private Sector organisations.
- **Prospero Group** – is comprised of three entities: Prospero Teaching (including Prospero Childrens Education Services), Prospero Health & Social and Prospero Integrated.
- **Service User** – is defined to mean **Child or Children**.
- **Temporary Worker** – an individual receiving Work-Finding Services, delivered by Prospero Group. This includes, amongst others: Teachers, Tutors, Teaching Assistants, Care Assistants, Support Workers and Nurses.
- **Work-Finding Services** – taken to mean recruitment activity, advertising of roles and provision of work-related training, provided by Prospero Group.

Purpose

This policy outlines the framework for delivering high-quality, individualised learning within our 1:1 and small group education programs. Prospero Group are committed to supporting Children and young people who are unable to access mainstream schooling by providing a curriculum that meets their specific needs and learning goals.

Temporary Workers are expected to treat this policy as an addition, and subordinate, to the Client's Curriculum Policy

Scope

National Curriculum

While this program operates outside the traditional school setting, Temporary Workers will strive to ensure that lessons align with the core principles and objectives of the National Curriculum, for England and Wales. This will be achieved through:

- Identifying key learning areas relevant to the student's age and academic needs (e.g., English, Mathematics, Science).
- Tailoring lesson plans to address specific gaps in knowledge or areas for development within these key areas.
- Utilising adaptable curriculum resources provided by Prospero Group that align with the National Curriculum.

Prospero Children's Education Services (CES) Curriculum

Prospero CES offers an adaptable curriculum program personalised to the individual needs of a Service User and designed for flexible learning environments. The CES curriculum aims to:

- Deliver a broad and balanced curriculum wherever possible.
- Enhance confidence, resilience, and independence in learners.
- Encourage and support students who have become disengaged from education to reconnect with their learning journey through tailored and motivating educational experiences.
- Facilitate reintegration into mainstream or specialist educational provisions.

- Support academic progress in core subjects such as English, Mathematics, and Science.
- Develop essential life skills and employability.

Our curriculum includes, but is not limited to, the following specialised programs: Tuition of core subjects (maths, English, science), EOTAS, ESOL, Functional Skills, EAL, SEMH Intervention, NEET, Life Skills, Therapeutic, AQA Unit Award Scheme. By integrating these specialised programs, Prospero CES ensures a holistic and adaptable curriculum that meets the diverse needs of our students, supporting their academic, social, and emotional development. Our curriculum promotes British values by supporting students to understand and respect democracy, the rule of law, individual liberty, and the importance of mutual respect and tolerance — helping them develop the skills to participate positively in society.

Temporary Workers will utilise these resources to:

- Design engaging and age-appropriate learning activities.
- Select materials that cater to different learning styles and abilities.
- Adapt the level of difficulty to meet individual needs and progress.
- Ensure progression in learning throughout the program.
- Personalise learning to meet the individual needs of the Service User.

Individual Learning Plans (ILPs) where required:

- During the initial induction session, Temporary Workers will work collaboratively with each Service User to create a personalised ILP
- This ILP will document the Service User's specific needs, learning goals, and any relevant information from an Education, Health and Care Plan (EHCP) if applicable.
- Lesson plans will be developed based on the agreed-upon learning goals outlined in the ILP.
- Progress towards these goals will be documented and monitored within the ILP for ongoing review and adaptation.
- Where the Client has an ILP template, Prospero Group will supply this to Temporary Workers. Where no Client template is stipulated, Temporary Workers will use the supplied Prospero CES ILP template.

Role and Responsibilities

Prospero Group will:

- Offer ongoing training and support to Temporary Workers on curriculum development and delivery within a flexible learning environment.
- Develop and maintain clear guidelines for creating and utilising Individual Learning Plans (ILPs).
- Facilitate communication between Temporary Workers, parents/carers/guardians, and relevant external resources to support the progress of the Service User.

Temporary Workers must:

- Familiarise themselves with the National Curriculum and where applicable, Prospero CES's adaptable curriculum program.
- Work collaboratively with Service Users during the initial induction session to create and build a relationship.
- Develop engaging and age-appropriate lesson plans aligned with the Service User's needs and learning plans.
- Utilise adaptable curriculum resources provided by Prospero CES to deliver effective lessons.
- Differentiate instruction to cater to individual needs.
- Continuously monitor progress and adapt learning and lesson plans as needed.
- Document learning activities and progress within the weekly reports submitted on the portal.

- Carry out a baseline assessment in cases where a Service User's levels are not provided.
- Maintain high standards of teaching and learning, consistently demonstrating the core values of Prospero Group.
- Take account of pupil voice, using the Service User's opinions to guide planning and delivery.
- Where SEND needs are identified, Temporary Workers will follow the SEND Code of Practice and apply the Graduated Approach (assess, plan, do, review) to their planning and delivery.
- Follow the Prospero Group and Client policies and procedures.

Service Users must:

- Participate actively in lessons and engage with learning activities.
- Communicate openly with the tutor regarding learning challenges and goals.
- Take responsibility for their own learning and complete any assigned tasks diligently.
- Contribute to the development and review of their ILP (where applicable).

Where applicable, Parents/Carers/Guardians must:

- Provide information about the Service User's learning needs, strengths, and weaknesses, where applicable.
- Share any relevant educational records or an EHCP (if applicable) with Prospero CES.
- Participate in discussions surrounding the Service User's ILP development.
- Offer support and encouragement for the Service User's learning journey outside of tuition sessions.
- Communicate with Prospero Group regarding any concerns or progress updates.
- Where the Graduated Approach is being used, they will endeavour to reinforce and utilise the strategies of support identified at home with the Service User.

Data Protection

Prospero Group will treat all Temporary Workers' data confidentially and in accordance with the requirements of the Data Protection Act 2018 and the General Data Protection Regulations 2018.

Enforcement

This policy will be enforced by Prospero Group's CEO, Managing Director, Operations Directors, Head of Compliance & Safeguarding, Head of HR and Data Protection Officer.

Failure to adhere to this policy may result in suspension / termination of the Temporary Worker's Work-Finding Services and referral to the Disclosure and Barring Service / relevant professional body, if applicable.

Review

This policy will be reviewed annually and may be updated in line with government guidance.