



Curriculum Access and Catch-Up Policy

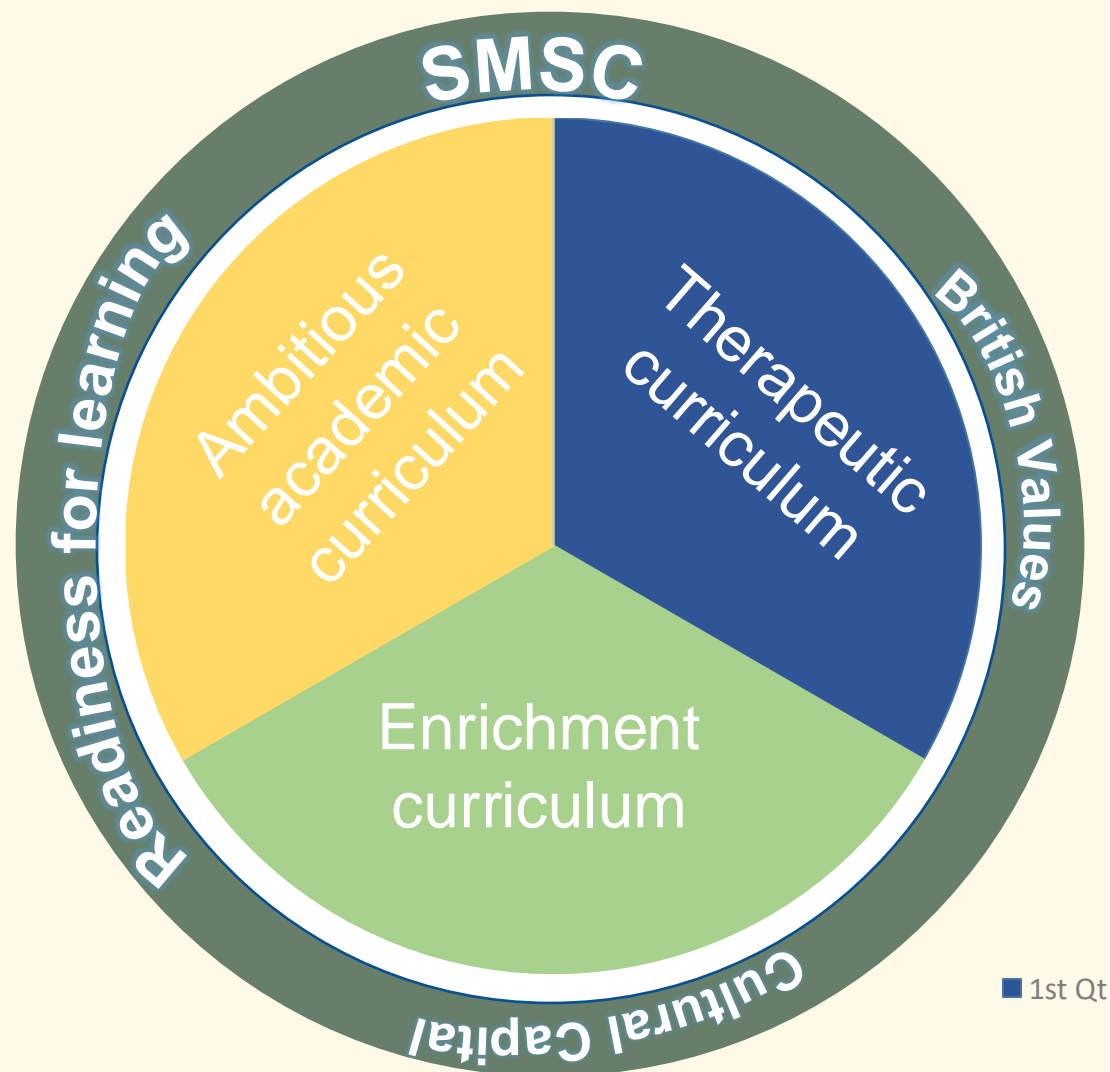
Belonging – Engaging – Compassion – Learning

ARBOUR ACADEMY MISSION STATEMENT

“Caring for young people and their families, providing them with opportunities to learn and flourish.”.

Policy developed by:	Leadership
Policy to be reviewed:	September 2026
Summary of changes	· New policy

Main aims of the Arbour curriculum



Provide an **ambitious academic curriculum** so that students can access a wide range of qualifications and vocational options that can support and impact on their further education and their employability.

To provide wide-ranging out of school opportunities to offer the our students the best understanding of how to be successful in 21st Century Britain. At Arbour Academy we explore and develop all opportunities that allow pupils to experience activities beyond the classroom in line with their more socially advantaged peers

We offer a therapeutic curriculum to support our students' holistic development, fostering emotional well-being alongside academic progress. By integrating therapeutic approaches into our curriculum, we create a nurturing environment where students can thrive socially, emotionally, and academically.

To ensure that our students are in the best position to be ready to access and participate in their acadmic lessons. To develop our students **cultural capital**, for us this is providing students with the opportunities to experience people, places and things that contribute towards the essential knowledge that pupils need in order to be educated citizens. To promote pupils physical health and personal development which includes the spiritual, moral, cultural, mental development of pupils at the school in order to prepare our students for the opportunities, responsibilities and experiences of later life

Curriculum Access and Catch-Up Policy Policy – Rationale

The rationale of this Curriculum Access and Catch-Up Policy is to:

- Outline the key aims and objectives for ensuring all pupils can access and engage with the curriculum, regardless of missed learning.
- Explain how the curriculum is designed to support pupils who have gaps in their learning due to absence or disrupted education.
- Detail the strategies used to identify, prioritise, and address gaps in knowledge and skills, ensuring effective teaching and learning approaches support catch-up and progression.



Context

Our pupils have often experienced significant disruption to their education, resulting in gaps in learning. Many have previously missed large parts of schooling, and attendance remains a key barrier that we work tirelessly to address. Despite our efforts to support regular attendance, there are times when learning is unavoidably missed.

In addition, we recognise that some pupils face complex mental health challenges. Even when present in school, they may not always be fully ready to engage in learning until their wider needs are met. Our approach prioritises creating a supportive environment where pupils feel safe, valued, and prepared to learn.

As a school, we are committed to reducing the impact of missed learning. We use proactive strategies to identify and address gaps, ensuring that all pupils have access to a well-sequenced curriculum that meets their needs. While our focus remains on preventing gaps from emerging, we have clear approaches in place to help pupils catch up and make progress should they fall behind.

Identifying Missed Learning

- Regular reviews of attendance and learning records help us identify pupils who have missed key content.
- Staff use formative assessments, lesson observations, and pupil work scrutiny to spot gaps in understanding.
- Communication between teachers, pastoral teams, and support staff ensures that academic and wellbeing needs are considered together.
- Pupil voice is used to understand what they feel they have missed or struggled with.
- Low-stakes quizzes and retrieval activities help identify what pupils have remembered and where further support is needed.
- Diagnostic assessments pinpoint specific gaps and inform targeted teaching.
- Regular review points allow teachers to adapt their planning based on pupils' progress.

Parental and Carer Involvement

- We work closely with parents and carers to ensure they understand the importance of attendance and engagement.
- In the welcome meeting, we ask parents to commit to supporting home learning during any phasing-in period and when absence leads to missed learning.
- Regular communication (e.g., meetings, phone calls, reports) keeps families informed about learning priorities and progress.
- Guidance and resources are shared to help parents support their child's learning at home. Where needed, we signpost families to external support to help address barriers to attendance and engagement.
- We also hold progress review days half-termly, where we meet regularly with parents to discuss progress and any missed learning.

Lost Learning

- We have platforms that pupils can access at home, including MyMaths, Doodle, and Bedrock. Logins are shared with students and their parents and carers.
- Our preference is that pupils, wherever possible, keep up with the work being completed by their peers in school. This allows for a more seamless return to learning. To support this, all work is recorded in pupils' books, regardless of whether they are in lessons.
- We have daily allocated time on the timetable where students can be supported to complete missed work—this is available at break, lunch, reflection time, and after school.
- Teachers use their understanding of prior and future learning to carefully adapt their teaching, ensuring that pupils can catch up effectively.
- Learning mentors collate missed work for students each week and deliver this at a set time. At the same time, they collect the previous week's work to provide feedback and ensure progress.