

CURRICULUM & ASSESSMENT POLICY

Mending Lines

Statement of Intent

Mending Lines provides a flexible, nurturing, and engaging alternative provision designed to support children and young people who may struggle within mainstream educational environments.

Our curriculum is built around outdoor learning, angling, wellbeing, personal development, and relationship-based practice. We aim to re-engage learners with education through practical experiences, positive routines, trusted relationships, and achievable success.

We recognise that many learners accessing our provision may have experienced disrupted education, anxiety, trauma, social and emotional difficulties, poor attendance, or barriers to learning. Our curriculum is designed to meet learners where they are and support progress at an appropriate pace.

Curriculum Aims

The aims of the Mending Lines curriculum are to:

- improve confidence and self-esteem
- support emotional wellbeing and regulation
- develop communication and social skills
- encourage positive relationships
- promote attendance and engagement
- build resilience and independence
- support personal responsibility and behaviour
- encourage teamwork and problem solving
- provide meaningful outdoor learning experiences
- support learners to re-engage with education

Where appropriate, learners may also access:

- ASDAN-style activities and accreditation

- functional literacy and numeracy activities
 - discussion-based learning
 - life skills and personal development work
 - employability and future planning activities
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Curriculum Delivery

Provision is delivered through a combination of:

- practical angling activities
- outdoor education
- small group work
- 1:1 support where appropriate
- discussion and reflection
- wellbeing-focused activities
- structured routines
- learner-led interests and engagement

Sessions are adapted to individual needs, interests, risk levels, and emotional presentation on the day.

The provision aims to balance structure with flexibility to support engagement and reduce pressure on learners who may struggle in formal educational settings.

Learning Environment

Mending Lines aims to provide:

- small group environments
- calm and supportive spaces
- consistent routines
- positive adult role models
- relationship-based support
- low-pressure learning opportunities
- opportunities for success and achievement

We recognise that progress may look different for each learner and is not always measured through academic outcomes alone.

Assessment Approach

Assessment within Mending Lines is primarily observational and progress-based.

Assessment may include:

- learner engagement
- attendance and participation
- confidence and communication
- emotional regulation
- independence
- teamwork and social interaction
- behaviour and attitude towards learning
- practical skill development
- learner voice and feedback

Progress is monitored through:

- session observations
- staff discussions
- learner reviews
- communication with schools and professionals
- informal target setting
- written progress summaries where required

Individual Needs

Provision is adapted to meet individual needs wherever reasonably possible.

This may include support for learners with:

- SEMH needs
- autism

- ADHD
- anxiety
- trauma-related needs
- school avoidance
- behavioural difficulties
- low confidence or self-esteem

Where required, strategies and reasonable adjustments will be discussed with referring schools, parents/carers, and professionals.

Communication with Schools & Families

Mending Lines values strong partnership working.

Where appropriate, feedback may be shared with:

- schools
- local authorities
- parents/carers
- social workers
- other professionals involved with the learner

This may include attendance, engagement, wellbeing observations, and general progress updates.

Qualifications & Accreditation

Mending Lines may provide opportunities for learners to work towards appropriate accreditation or awards where suitable to the learner's needs and engagement level.

This may include:

- ASDAN programmes
- personal development awards
- angling participation awards
- wellbeing and life skills activities

Participation will always remain learner-centred and supportive rather than heavily academic or pressured.

Monitoring & Review

The curriculum and assessment approach will be reviewed regularly to ensure it remains:

- suitable for learner needs
 - safe and accessible
 - engaging and meaningful
 - supportive of positive outcomes
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Policy Review

Policy: Curriculum & Assessment Policy

Organisation: Mending Lines

Review Frequency: Annual

Next Review Due: Nov 2026