

Westminster Tutors



Curriculum Policy

2026-2027

Contents

1. Statement of Educational Purpose	1
2. Introduction to Westminster Tutors.....	2
3. Background Information about the College	2
4. Ethos of the College	2
5. Definition of a Curriculum.....	3
6. Purpose of Westminster Tutors Curriculum	3
7. Key Skills for 2026–2027	4
8. The Taught Curriculum	5
9. The Broader Curriculum.....	6
10. Individualised Curricula and the College Approach.....	7
11. Key Information	8
12. Students with SEND	11

1. Statement of Educational Purpose

- 1.1 Westminster Tutors coordinates a highly individualised, holistic education supporting academic and personal development. The curriculum combines tuition delivered by independent Teachers with the college's educational support and pastoral services. It is designed to provide a broad education that prepares students for higher or further education, employment and adult life. Its key elements are academic courses, careers and UCAS guidance, mentoring, and Personal, Social, Health, Citizenship and Economic (PSHCE) education.
- 1.2 Westminster Tutors Ltd acts as a disclosed agent, arranging and coordinating Programmes of Tuition delivered directly by self-employed independent Teachers under their contracts with Clients. The college separately provides educational support, safeguarding, premises, timetabling, academic quality assurance, examinations administration, SEND coordination, pastoral support and the broader services described in the Operational Model. This policy preserves that distinction.

Academic Courses

- 1.3 Academic excellence is central to the curriculum. Tuition is provided one-to-one, in small groups, or through a combination of both, according to each student's programme. This enables personalised learning that responds to individual strengths, needs and aspirations. Academic courses develop critical thinking, problem-solving and independent study skills. Alongside A levels, students may undertake the Extended Project Qualification (EPQ), including where this supports a competitive university application.

Careers and UCAS Guidance

- 1.4 Westminster Tutors recognises the importance of preparing students for their next stage of education and life. Experienced college staff offer personalised UCAS support and careers guidance so that students can explore options and make informed decisions. This work is embedded in the curriculum and includes study skills, personal development and practical career planning.

Mentoring

- 1.5 Every student is assigned a personal mentor who provides regular, tailored support for academic progress and wellbeing. Mentoring helps students develop effective study strategies and time management, address academic challenges and build emotional resilience and personal confidence.

Student Discussion (PSHCE and RSE)

- 1.6 The PSHCE programme at Westminster Tutors plays a vital role in nurturing students' social and emotional development. It provides a platform for students to discuss important topics such as mental health, relationships, citizenship, and economic awareness. The programme is flexible, responding to student feedback and current issues, and designed to encourage active participation and communication skills. PSHCE also addresses key aspects of social communication, wellbeing, and study skills, ensuring that students develop holistically and are well-prepared for adulthood.
- 1.7 The college aims to provide a supportive learning environment that places the individual at the centre of their education. Academic study, mentoring and PSHCE work together to prepare students for their next steps and develop the skills and confidence needed for greater independence.

2. Introduction to Westminster Tutors

- 2.1 Westminster Tutors was founded as a tutorial college preparing female students for applications to Oxford and Cambridge universities. Now a co-educational private further-education tutorial college, it retains one-to-one tuition as a central feature of its provision alongside small-group tuition.
- 2.2 Basing provision around individual tuition allows highly personalised programmes, with flexible lesson and study timetables designed around students' needs. Academic and pastoral support are linked, and inclusion is central to the approach.
- 2.3 Individual tuition also presents challenges. Students need opportunities to work and socialise together, develop interpersonal skills, discuss their subjects with peers and learn collaboratively. They also need access to the broader curriculum and extracurricular activities. This policy sets out how the college coordinates its tailored academic programmes and provides pastoral and broader-curriculum opportunities within a whole-college approach.
- 2.4 Although this policy describes the academic and broader curriculum separately, an integrated approach is central. An individual curriculum is built around the student's needs and connected with the wider life and opportunities of the college.

3. Background Information about the College

- 3.1 Westminster Tutors was founded in 1934 by Ann Freeston as a tutorial college supporting female students applying to Oxford and Cambridge. It is now a co-educational, independent private further-education college based in South Kensington. Academic excellence and inclusive pastoral support remain central aims.
- 3.2 The college coordinates tuition from independent Teachers, delivered one-to-one, in small classes or through a combination of both. Individual curricula and flexible timetables respond to students' needs. Every student has a personal mentor for study skills and pastoral support and a personal tutor, also referred to as a senior tutor, who oversees academic progress and acts as a principal point of contact with Teachers and, where appropriate, parents. This approach supports students with different strengths and needs, including neurological differences, learning difficulties and mental or physical health conditions.
- 3.3 The broader curriculum includes expert UCAS and careers guidance and a programme of clubs, activities, trips and outings. Student Discussion delivers PSHE and RSE for all years for one hour each week, except during mock-examination weeks. It provides opportunities to explore SMSC topics, receive UCAS and careers guidance and hear visiting speakers. Attendance and individual adaptations are described in sections 9 and 11.

4. Ethos of the College

- 4.1 The ethos of the college is reflected in our core aims:
 - To pursue academic excellence through a personalised curriculum that supports every student in developing their potential.
 - To provide high-quality pastoral support, including for students with special educational needs and disabilities, adapting to individual needs and celebrating diversity and difference.

- To foster a mature, friendly, and inclusive atmosphere, making the college a safe and enjoyable place to study and work.
- To work closely with students and relevant stakeholders, including parents where appropriate, so that provision is holistic and student voice and decision-making remain central.
- To support all students successfully transitioning to higher or further education or the workplace, providing expert university and career guidance.

5. Definition of a Curriculum

- 5.1 A curriculum is a framework for setting out the aims of an education programme. It is separated into three parts:
- Intent: planning for the knowledge and understanding to be gained at each stage
 - Implementation: translating that framework over time into a structure and narrative within an institutional context.
 - Impact: evaluating the knowledge and understanding students have gained against expectations.
- 5.2 The college aims to provide an ambitious curriculum that gives learners, particularly those facing disadvantage or with SEND or high needs, knowledge, skills and cultural understanding that support their future opportunities. Curriculum review takes account of the applicable Independent Schools Inspectorate Private Further Education inspection framework and the college's own aims.
- 5.3 Cultural capital includes the knowledge and skills that help students participate in society and make use of future opportunities, responsibilities and experiences. It includes an appreciation of human creativity and achievement, developed through academic study and broader cultural experiences.

6. Purpose of Westminster Tutors Curriculum

- 6.1 The college adopts an individualised approach within a whole-college context. The curriculum aims to be broad and balanced, with academic and pastoral purposes closely connected.
- 6.2 This holistic approach extends beyond the knowledge, skills and understanding required by an academic syllabus. It recognises the importance of students' social and emotional development and their preparation for a changing world. Frameworks such as 21st Century Competencies and the IB Learner Profile provide examples of useful qualities and competencies; they are reference points rather than additional qualifications offered by the college. These include:
- Self-awareness, self-management, responsible decision-making, social awareness and relationship management.
 - Curiosity, thinking and communication skills, knowledge, integrity, open-mindedness, care for others, willingness to take considered risks, balance and reflection.
- 6.3 Therefore, the intent of the Westminster Tutors curriculum is reflected in the following aims:
- To encourage the growth of healthy, balanced, and well-adjusted students who enjoy education.
 - To support all students to learn effectively, developing their active learning and independent study skills.
 - To enable students to develop literacy and numeracy, including speaking and listening skills.

- To enable students to develop logical, critical, and imaginative thinking skills to a high level across a full range of academic disciplines.
- To progressively provide a level of choice in the curriculum that meets individuals' needs, abilities and interests.
- To support good progress from each student's starting point, taking account of aptitudes, aspirations, abilities, special educational needs and particular strengths or talents.
- To facilitate and support each student's development personally, socially, and culturally.
- To foster energetic and positive pastoral care and ensure that personal, social and health education helps students to develop resilience as they learn to exercise choice and to take personal responsibility in the adult world.
- To promote fundamental British values, such as democracy, individual liberty, the rule of law, mutual respect, and tolerance amongst those of different faiths and beliefs.
- To encourage students to develop personal qualities of leadership, initiative, judgement, sensitivity, tolerance and understanding of the needs of others.
- To provide a framework that enables students to develop their physical and mental health and understand their central role in academic success.
- To further cultural and aesthetic understanding and appreciation through the visual arts, music, drama, and language, for example, by attending concerts, dramatic productions, and exhibitions.
- To provide appropriate and up-to-date career guidance and prepare all students for life's opportunities, responsibilities, and experiences as adults.

7. Key Skills for 2026–2027

- 7.1 A personalised curriculum needs both flexibility for individual students and shared aims for the college community. Whole-college priorities provide common opportunities without requiring every student to follow the same pathway.
- 7.2 The student body is diverse, but there are important common themes:
- Most students are taking or retaking A levels. Enrolled students may also resit GCSE Maths and English; GCSE teaching is limited to those two subjects.
 - Students are preparing for the next stage of education, employment or greater independence; some are already adults.
 - Students may have experienced educational or social disruption associated with the COVID-19 pandemic.
 - Students learn and communicate in a highly digital environment.
- 7.3 Some students have physical or mental health conditions, neurological differences or learning needs. Curriculum planning takes account of these individual circumstances.
- 7.4 The college's stated priorities for 2026–2027 are the following key skills, embedded across the curriculum:
- Social communication, primarily through presentations, debates, and discussions.
 - Active learning, including independent study and research.

- Reading and engagement with extended ideas through books, long-form articles, audiobooks or podcasts, individually and through clubs or groups.
- Wellbeing, including mental health, positive relationships, hobbies, healthy eating and sleeping, physical activity and resilience.

7.5 These skills inform the SMSC, RSHE and individual academic programmes of study.

8. The Taught Curriculum

- 8.1 Westminster Tutors admits UK students aged 16–25 who are beyond compulsory school age. The student body includes both children under 18 and adults, and curriculum and support arrangements must reflect those differences.
- 8.2 The college coordinates A-level programmes for students beginning Year 12, joining in Year 13 or retaking A levels after previous public examinations. GCSE teaching is limited to Maths and English resits for enrolled students. Tuition is delivered in English. Students are expected to have previously studied English and Mathematics at GCSE.
- 8.3 Alongside A levels, students can take an EPQ (Extended Project Qualification), especially if they intend to apply to competitive universities.
- 8.4 Before enrolment, previous GCSE and/or A level results are considered against the Admissions Policy criteria so that proposed courses are appropriate to the student's age, aptitude and capabilities, taking account of relevant support needs.
- 8.5 Previous GCSE and/or A level results help establish a baseline. During the first half-term, Teacher-set assessments provide further evidence for realistic but ambitious target grades. Assessment outcomes are discussed with students and, where appropriate, parents or guardians under the Assessment and Reporting Policy and Student Privacy Notice. This evidence helps individualise the curriculum.
- 8.6 For adult students, parents and fee-payers have no automatic right to assessment or pastoral information. Any routine sharing must be necessary, proportionate and supported by an appropriate lawful basis under the Student Privacy Notice. Students should be involved in discussions about their progress and the support they need.
- 8.7 Subject Schemes of Learning (SoL) and individual curriculum plans show how the curriculum is translated into tuition. They are held on the college's internal file system. Relevant information is available to students and, where appropriate, parents on request, subject to confidentiality and access controls; a request does not provide access to another student's records.
- 8.8 The taught curriculum aims to develop the knowledge, skills and understanding students need to progress to an appropriate next stage of education or employment and to pursue ambitious, realistic goals.

9. The Broader Curriculum

Mentoring

- 9.1 All new students undertake mentoring and study-skills sessions. Sessions are scheduled weekly or fortnightly according to the number of subjects studied and the student's needs, including more complex support needs.
- 9.2 Mentoring provides personalised, one-to-one support alongside academic tuition. It addresses individual learning needs, encourages critical thinking and helps students develop confidence in their capacity to improve.
- 9.3 Mentors act as role models, advisers and motivators. Through regular sessions they provide constructive feedback, help students identify areas for improvement and develop effective study strategies.
- 9.4 Mentoring supports academic progress and understanding while developing self-discipline, self-assurance and practical skills for independent study and life beyond college.
- 9.5 The Pastoral Coordinator is responsible for constructing/updating the mentoring policy and programme.

Student Discussion (PSHCE and RSE)

- 9.6 PSHCE is a central part of the broader curriculum. It supports social communication, active and independent learning, and opportunities for students to meet and learn with one another.
- 9.7 The programme reflects the college's focus areas and regular Student Forum discussions. It includes Fundamental British Values (FBV), spiritual, moral, social and cultural development (SMSC), Relationships, Sex and Health Education (RSHE), living in the wider world, study skills, UCAS and careers development.
- 9.8 The PSHCE programme is also intentionally flexible and relies on students' feedback throughout the year about areas they wish to focus on. PSHCE sessions can also be adapted to specific issues in the news or events in the college.
- 9.9 PSHCE and RSE are delivered through Student Discussion for all years, for one hour each week except during mock-examination weeks. Individual support and reasonable adjustments are preserved. Some students with SEND receive support one-to-one or in small, tailored groups, as set out in their individual education or support plans.

Relationships Sex and Health Education

- 9.10 Relationships and Sex Education (RSE) is delivered through the weekly Student Discussion programme for all years. It covers topics such as consent, sexual harassment and online safety. Content and delivery must be appropriate to students' age and needs and follow the college's RSHE Policy.

Sport and Exercise

- 9.11 While no explicit sports or exercise curriculum exists, healthy diet and exercise are incorporated into college mentoring and PSHCE sessions to promote students' wellbeing.

SMSC and Fundamental British Values

- 9.12 FBV and SMSC are embedded across the academic and pastoral curriculum. Lesson observations and staff and Teacher forums support colleagues in finding relevant, thoughtful ways to include these aspects within their subjects.
- 9.13 The intent for both FBV and SMSC is as per the curriculum aims and the college's approach to inclusivity, tolerance, and respect for difference. We aim to encourage critical thinkers who understand their roles within society as informed and educated citizens.
- 9.14 Implementation is also through the PSHCE programme. Topics that challenge students to reflect on broader cultural and social issues are intentionally chosen. External speakers also contribute to the programme.

Careers Education

- 9.15 The Careers Policy sets out the approach to careers information, advice, education and guidance, including its aims, implementation and evaluation. Students receive individual support for the transition to careers, higher education or further education. The college's Senior Consultant/Director of Studies responsible for UCAS and Careers, Virginia Maguire, supports this work.

Social activities

- 9.16 Westminster Tutors values the impacts of students exploring and developing through engagement with social activities, such as clubs, trips and outings, and activities with other colleges. The events and activities on offer vary yearly depending on what is occurring in the local community and students' interests.

10. Individualised Curricula and the College Approach

- 10.1 Westminster Tutors' focus on one-to-one tuition and very small classes enables individual programmes of study for each subject and student. The personalised approach extends to curriculum planning, educational support and timetabling.
- 10.2 Every student has a support team that includes a personal tutor, subject Teachers and a study-skills and pastoral mentor. Relevant colleagues use the student learning record to share curriculum plans and monitor progress, strengths and areas requiring support. Access must be limited to information needed for their role, under the Data Protection Policy.
- 10.3 Sharing relevant information helps Teachers identify approaches that work for the student and communicate concerns. The personal tutor and senior leaders oversee progress, including a review of the recorded information each half-term.

- 10.4 Individual timetables combine academic tuition, study and broader-curriculum activities such as PSHCE and study groups. Adaptations are considered for individual needs, including SEND, mental health conditions or learning differences.
- 10.5 The college's curriculum is inclusive and adapted to the whole student, setting their needs centrally. Students are encouraged to develop their voices at every stage of their education with us, including in timetable planning.
- 10.6 Adaptations may include changing lesson length or timing. Not every request can be met, but timetables and programmes can be reviewed during the year as needs change. Teachers support students to take increasing responsibility for learning, with appropriate guidance at the start of a course and greater independence and self-study as they develop. The aim is that students learn when and how they work best, balance study with other activities, and understand how physical and mental health and resilience contribute to sustained progress.

11. Key Information

The Academic Year and Contact Hours

- 11.1 Westminster Tutors has a 32-week academic year and is open from 9 a.m. to 6 p.m., with lessons scheduled throughout that period. Tuition and college activities normally take place on site during those hours, apart from trips, outings, fieldwork and agreed remote arrangements.
- 11.2 The standard weekly contact teaching time for each subject varies with class size:
- 3 hours per subject for one-to-one tuition.
 - 4 hours per subject for classes of two.
 - 5 hours per subject for classes of three or more.
- 11.3 Students taking three A levels typically receive 9–15 hours of tuition per week.
- 11.4 Lessons are typically 1.5 hours long. A student studying one-to-one therefore normally has two lessons per subject each week.
- 11.5 Students attend their scheduled lessons and mentoring in accordance with their individual timetables.
- 11.6 Attendance and support arrangements are tailored to the student's agreed programme and individual needs, including SEND and Education, Health and Care Plans (EHCPs).
- 11.7 Timetables for all years include Student Discussion, delivering PSHCE and RSE for one hour each week except during mock-examination weeks, alongside scheduled lessons and mentoring. Individual support and adjustments and the mentoring frequency described in section 9 are preserved.
- 11.8 Homework is five hours per subject per week for non-intensive courses and ten hours per subject per week for intensive courses. Homework may be completed on or off site. Where students fall behind, the college may require some of these study hours to be completed on site in the study room, taking account of individual support needs and reasonable adjustments.

- 11.9 Students follow their agreed timetables. For students who find attendance difficult, including those with mental health needs or a history of poor attendance, support may include a gradual increase in in-person attendance and agreed remote learning. Reasonable adjustments are considered individually.

Remote Learning

- 11.10 Face-to-face tuition is the normal arrangement because in-person engagement supports both academic learning and the broader curriculum. Remote tuition can be useful where it meets a student's needs or addresses a temporary difficulty. Requests may include:
- Support for a student whose mental health, disability or other needs make on-site attendance difficult, including arrangements relevant to an EHCP.
 - A student or Teacher who cannot attend on site because of illness but is well enough to participate online.
 - Exceptional practical or logistical circumstances, such as significant travel disruption or a planned university visit, where agreed in advance under the Remote Learning Policy.
- 11.11 Remote arrangements must follow the approval, attendance, safeguarding and approved-platform requirements in the Remote Learning Policy, including SLT approval for longer-term arrangements. If a Teacher cannot attend on site but is fit to teach, any remote lesson must be agreed with college administration and the student. A Teacher teaching remotely does not automatically require a student to study from home; the college should consider the student's on-site timetable, access and support needs. Individual needs and reasonable adjustments remain central. Examinations remain in person.

Exam Boards

- 11.12 Teaching provision comprises A levels, EPQ and GCSE Maths and English resits for enrolled students. Teaching provision is distinct from external examination entries. The college is an examination centre for OCR, AQA, WJEC and Pearson Edexcel and accepts external candidates. It does not offer Cambridge International/CIE examinations. Entries must be within the centre's current approvals and qualification scope and follow the college's examinations procedures. Examinations take place in person.

Progress Monitoring

- 11.13 Progress is monitored through ongoing assessment and student learning records. Relevant Teachers and college leaders use these records to plan support and review the curriculum. The main benchmark points below should be read with the Assessment and Reporting Policy and the approved annual calendar issued by the Director of Studies (Academic). Exact dates and any changes follow that calendar.
- 11.14 Enrolment: consider available GCSE and A level results, predicted grades from previous providers, reports and other relevant information to establish starting points.

Autumn half term

- 11.15 Students complete baseline assessment to inform the progress review and whether they are on track for their target grade. Teachers select timed work, classwork, homework or a combination that best identifies strengths and areas for improvement. Year 13 assessment is normally in week 3; Year 12 assessment takes place during the first half-term in time for the published progress-report deadline.

Autumn mock examinations

- 11.16 Students normally sit at least one mock in each subject, subject to the individual variations described below.
- 11.17 For Year 13, mocks normally reproduce the style and structure of the final examinations.
- 11.18 For Year 12, mocks reflect the final examination format as far as practicable, taking account of the material studied.

Spring half term

- 11.19 Students complete assessments to inform a progress review before the spring half-term, according to the approved annual calendar.

Spring mock examinations

- 11.20 Students normally sit at least one mock in each subject, as in the autumn term.

Summer mock examinations

- 11.21 Year 12 students normally sit at least one mock in each subject during the summer term.
- 11.22 Assessment arrangements may be adapted to individual needs, for example where a student's mental health prevents completion of a mock or a Year 13 student needs additional practice. Timed and invigilated homework may be used during the year where helpful. Students who find examination conditions difficult should receive appropriate support and reasonable adjustments; formal qualification requirements still apply.

12. Students with SEND

- 12.1 The curriculum is inclusive. The Principal works with the Pastoral Coordinator to oversee curriculum adaptations for students with SEND or specific learning difficulties, in line with the SEND Policy. Planning should involve the student, take account of relevant individual plans and coordinate with Teachers and other appropriate support. Progress is considered from individual starting points, and reasonable adjustments may affect the curriculum, timetable, assessment or mode of learning.

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