

Curriculum policy

ReFocus



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1. Curriculum aims

Our curriculum aims/intends to:

Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.

Engage students and raise their self-esteem, re-engaging them into learning.

Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. We feel that by offering a broad range of curriculum opportunities that cater for all students' interests, abilities and specific needs we can ensure progression in learning.

Support pupils' spiritual, moral, social, and cultural development through our PSHE and SMSC lessons. Equipping pupils with the knowledge and cultural capital they need to succeed in life.

Support pupils' physical development and responsibility for their own health and enable them to be active. Working with Northampton Saints during PE and Science and completing the Sports Leaders certificate.

Promote a positive attitude towards learning promoted in our behaviour system; resulting in rewards and trips. This will enable all students to have a positive experience of education.

Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support. Students can access the curriculum from Entry Level 1 to Level 2 on site and GCSEs with their link school via zoom.

Have a high academic/vocational/technical ambition for all pupils. Students will have access to and the opportunity to experience English, Maths, Science, IT, Mechanics, Construction, Sports Leaders, PSHE, Bike Maintenance, Horticulture and Enterprise.

Ensure our curriculum meets the aims of all packages offered by us. This includes the subsequent transition back to mainstream school and other future opportunities.

Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.

Careers advice and experience in the construction

workshops will allow students to identify ambitions for the future. This will allow ReFocus to tailor the students package to allow them to move to the next phase of their education.

Providing a broad and balanced curriculum with content appropriate to meet diverse learning needs and statutory requirements (each subject incorporating literacy and numeracy).

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Maximising student achievement in all subjects regardless of gender, race and ability by continually developing schemes of work which engage, motivate and challenge.

Providing student profiles to all staff to assist and ensure all students have curriculum access and we meet any specific requirements.

Enabling each student to raise their self-esteem, experience success in learning, by the setting of suitable learning challenges regardless of ability.

Developing the relevant skills to become independent learners and effective members of society to reintegrate successfully back into mainstream or to move forward successfully into college placements, apprenticeships or working life.

Provide a specific curriculum including vocational subjects, such as Construction, Horticulture, Mechanics and Health and Social.

Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.

Employability qualification will allow students to experience the expectation of the work environment.

Developing student's awareness of how they learn and teaching them how these skills can be applied in all subject areas.

Ensuring the curriculum is enhanced throughout by technology and the use of ICT.

Creating an ethos in which the quality of teaching and learning is continually evaluated and improved.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Independent Schools Standards, and the National Curriculum programmes of study which we have chosen as a guide to follow.

It also reflects requirements for inclusion and equality as set out in the Disability code of practice 2015 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy complies with our funding agreement and articles of association.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3.1 The Headteacher

The Executive Head Teacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governors.

Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum.

We manage requests to withdraw children from curriculum subjects, where appropriate.

Our procedures for assessment meet all legal requirements.

The governors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

The governors are advised on whole-school targets to make informed decisions.

Proper provision is in place for pupils with different abilities and needs, including children with SEND.

All staff

It is the responsibility of all staff to ensure that our curriculum is implemented in accordance with this policy

4. Organisation and planning

ReFocus will provide education for pupils out of mainstream education aged 14 -16. To be effective and successful in achieving our aims and targets, there has to be a flexible approach to curriculum delivery. Account is taken regarding gaps in students' learning resulting from missed or interrupted schooling and of the difficulties related to emotional and/or behavioural problems. Age related programmes of study are not always appropriate. For individual students to make progress it is sometimes necessary to select work from an earlier or later key stage. The aim is for students to achieve as high a standard as possible, to build any missing learning back into their current knowledge, enabling them to progress and reach their potential. The curriculum is delivered through well-structured, efficiently planned lessons appropriately placed to suit individual needs.

The calibre of our student often means they have not accessed education for some time.

Overcoming the obstacle of avoidance sometimes means that the tutor goes to the student as opposed to the student being in the correct room and learning at a desk. There will be times where a student is more comfortable and open to being taught sat in the social area or elsewhere in the building. We would always ensure this is appropriate and not affecting other students learning. Our curriculum provides opportunities for all pupils to participate actively in their learning through half termly individual tutorial sessions where progress is reviewed and targets are mutually agreed. Tuition is delivered individually or in small groups. Where possible groups will be made up of same year groups, however, our short-term packages mean groups will be made up of pupils from different years and work is carefully planned to ensure that each one is working at an appropriate level.

The approach to ICT is integrated into our curriculum as e-learning is an essential element of the national curriculum.

Our students will also have many opportunities to learn about important public services including, for example, the armed forces; the emergency services; the voting system and a wide range of other services they will need to be familiar with, now and when they leave school (for example the NHS and banking). Outside agencies will visit during our enrichment afternoons to familiarise students with these services.

Within ReFocus, the curriculum is delivered according to the package the student is on. For example, students on a daily package will experience Level 1 Construction, Employability Skills and Sports Leaders. Students on a 6-week package will complete core subjects as well as Entry Level 3 Construction, Employability Skills, PSHE, Enrichment, IT and PE.

Students on a termly package will complete the identical 6-week package at Level 1, with the inclusion of Personal Potential. Students on a full-time package will complete core subjects as well as Construction and 1 option of another vocational subject (Travel & Tourism, Health & Social, Childcare, Horticulture or Mechanics), in addition to IT, PE, RSHE, Employability skills, Personal Social Development and a Personal Potential.

The minimum weekly entitlements for fulltime students are;

- English: 3 hours
- Maths: 3 hours

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- Science: 2 hours
- Construction: 4 hours
- PSHE: 1 hour
- PE: 2 hours
- Enrichment: 1 hour
- PSD (Humanities/Careers/Creative & Aesthetic): 3 hours
- Employability: 2 hours

The minimum weekly entitlements for short-term students are;

- English: 2 hours
- Maths: 2 hours
- Science: 1 hours
- Construction: 4 hours
- PSHE: 1 hour
- PE: 2 hours
- Enrichment: 1.5 hours
- PSD (Humanities/Careers/Creative & Aesthetic): 2 hours
- Employability: 2 hours

Delivery is based on which package the student is on.

Our curriculum approach for core subjects is through the online provider Lexia and Pass Functional Skills

and taken through Open Awards assessment is . Initial assessments, diagnostics and tailored content are carried out,

as well as stand-alone lessons to close gaps in knowledge. Vocational subjects are provided through AIM Qualifications. All staff are trained and qualified assessors. 3 staff members are

qualified internal verifiers.

Our curriculum suits local needs insofar as ReFocus welcomes students struggling in a mainstream environment which is often attributed to academic ability. Vocational subjects allow for students to prepare for college, apprenticeship or the world of work. We have adapted the National Curriculum/subjects required by our funding agreement, and other statutory requirements, to suit our local context.

Our RSHE curriculum covers the following:

- Relationships and health education
- Relationships and sex education
- Spiritual, moral, social, and cultural development
- British values
- Gang culture/knife crime
- Drug awareness
- Careers guidance

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Enrichment is designed around the needs of the student to develop their leadership potential, self esteem, confidence and team working skills. This programme consists of a wide variety of different outdoor/ indoor activities and trips. The aims of the programme are to improve motivation and attitude towards learning and address behaviour/anger management issues.

5. Work Related Learning

At Refocus a programme of careers education is in place through the DfE guidance is recognised and a careers education programme is delivered alongside the PSHE programme.

6. Inclusion

At ReFocus Ltd, teachers will set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds

- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report

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Assessment

Effective assessment and marking (as clearly set out in Assessment and Marking policies) are regarded as essential to the success of our objectives and targets. Both assessment and marking

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are used to inform future teaching and planning. Regular assessment leads to challenging and achievable targets being set for each individual and is most effective when shared with the student and parent/carer. Immediate feedback, either verbal or written encourages and motivates the student to achieve curriculum targets.

Assessment informs teaching expectations and allows for effective adjustments to be made for individual learning.

6. Monitoring arrangements

Evaluation will be made against a variety of measurable success criteria including;

Attendance figures

Successful reintegration or progression of pupils

Staff attending INSET in relation to curriculum development

Feedback of monitored and observed lessons by senior management

Advice, support and training of staff to develop their knowledge and skills in all aspects of effective teaching

Baseline and ongoing assessment which allows progress to be measured

Individual learning targets and success criteria for each pupil taught

Examination results/Accreditation records

Governors will monitor coverage of all subjects and compliance with other statutory requirements through:

- school visits, meetings with all staff.

The Executive Head Teacher along with all deputy headteachers will monitor the way all subjects are taught throughout the school by:

- planning scrutinies, learning walks, book scrutinies.

The Executive Head Teacher along with all deputy headteachers has responsibility for monitoring of how resources are stored and managed.

This policy will be reviewed regularly, dependant on student packages to ensure that individual student needs have been met. These reviews will be shared with the full governing board during governor meetings.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives