



Curriculum policy

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1. Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education** that is carefully planned and sequenced, building knowledge and skills that prepare pupils for future learning, employment, and life.
- **Re-engage pupils in learning**, boosting confidence, self-esteem, and motivation through personalised support and meaningful experiences.
- **Develop transferable knowledge, concepts, and skills** that pupils can apply in academic, vocational, and real-life contexts, ensuring clear progression across all pathways.
- **Promote spiritual, moral, social, and cultural development (SMSC)** through PSHE and enrichment opportunities, giving pupils the knowledge and cultural capital they need to thrive.
- **Support physical health and wellbeing**, encouraging pupils to take responsibility for themselves through partnerships (e.g. Northampton Saints in PE/Science) and qualifications such as the Sports Leaders Award.
- **Foster positive attitudes towards learning**, reinforced through our behaviour system, rewards, and enrichment activities, so that education is a positive and motivating experience for all.
- **Ensure equal access to learning with high expectations for every pupil**, providing challenge, support, and flexibility. Pupils can access programmes from Entry Level 1 to Level 2 on site, and GCSEs with their link school via Zoom.
- **Maintain high aspirations in academic, vocational, and technical areas**, offering a curriculum that includes English, Maths, Science, IT, Mechanics, Construction, Sports Leaders, PSHE and Enterprise.
- **Enable smooth transitions**, ensuring the curriculum supports reintegration to mainstream school, as well as progression to further education, training, or employment.
- **Offer subject choices that support progression**, allowing pupils to pursue individual pathways and achieve their personal ambitions and career goals.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Independent Schools Standards (2014, Part 1), and the National Curriculum programmes of study. It also reflects requirements for inclusion and equality as set out in the Disability code of practice 2015 and Equality Act 2010 and the Public Sector Equality Duty (s.149) and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3 Roles and Responsibilities

3.1 The Headteacher

The Executive Headteacher is responsible for ensuring that this policy is implemented and that:

- All curriculum subjects, both statutory and those chosen by the school, have aims and objectives that reflect the school's values and set out how the needs of individual pupils will be met.
- Sufficient teaching time is allocated for all required elements of the curriculum, with provision regularly reviewed by the Governing Body.

- Where appropriate, the needs of individual pupils are met through permanent or temporary disapplication from parts of the National Curriculum *as adapted to meet the Independent School Standards (2014, Part 1)*.
- Requests from parents/carers to withdraw pupils from elements of the curriculum are managed fairly and in line with statutory requirements.
- Assessment procedures comply fully with legal requirements.

3.2 The Governing Body

The Governing Board is kept fully involved in decisions relating to the breadth and balance of the curriculum. Governors receive advice on whole-school targets to support informed decision-making and ensure that appropriate provision is in place for pupils of all abilities, including those with SEND.

3.3 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

4.1 Curriculum Delivery at ReFocus

4.1.1 ReFocus provides education for pupils aged 14–16 who are out of mainstream education. To achieve our aims and targets, we adopt a flexible approach to curriculum delivery that responds to pupils' individual needs.

4.1.2. Many of our pupils have gaps in learning due to interrupted or missed schooling, as well as challenges linked to emotional and/or behavioural difficulties. Age-related programmes of study are not always appropriate; therefore, work may be selected from earlier or later key stages to secure progress.

4.1.3 Our goal is to help pupils achieve the highest possible standard, rebuilding missing learning and enabling them to progress towards their full potential. Lessons are carefully structured, efficiently planned, and adapted to suit individual learning needs.

4.1.4 We recognise that some pupils may not have accessed education for an extended period. Overcoming barriers to engagement sometimes requires tutors to meet pupils where they feel comfortable—for example, in a social area rather than a classroom. Such arrangements are only made when appropriate and when they do not disrupt the learning of others.

4.1.5 Our timetable includes **PE at the end of the day**, which allows pupils to leave directly afterwards, removing the need for showers or clothing changes.

4.1.6 Pupils also benefit from **half-termly individual tutorials**, where progress is reviewed and new targets are agreed collaboratively. Tuition is delivered individually or in small groups. Where groups are mixed in age due to short-term placements, teaching is planned so that each pupil is working at the right level.

4.1.7 ICT is integrated across the curriculum, recognising the essential role of e-learning within the national framework.

4.1.8 Pupils also gain knowledge of key public services such as the armed forces, emergency services, the NHS, banking, and the voting system. These are introduced through enrichment sessions and visits from outside agencies.

4.1.9 The curriculum is shaped by the package a pupil is enrolled on:

- **Daily package:** Core subjects, Level 1 Construction, Employability Skills, and Sports Leaders.
- **6-week package:** Core subjects, Entry Level 3 Construction, Employability Skills, PSHE, Enrichment, IT, and PE.
- **Termly package:** The 6-week programme delivered at Level 1, with the addition of Personal Potential.

- **Full-time package:** Core subjects plus Construction and a vocational option (Travel & Tourism, Health & Social Care, Childcare, Horticulture, or Mechanics). This is supplemented with IT, PE, RSHE, Employability Skills, Personal Social Development, and Personal Potential.

4.1.10 The minimum weekly entitlements for fulltime students are;

- English: 3 hours
- Maths: 3 hours
- Employable, Sociable, READY
- 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

4.1.11 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

4.1.12 Our curriculum approach for core subjects is through the online provider Lexia and Pass Functional Skills and taken through Open Awards assessment. Initial assessments, diagnostics and tailored content are carried out, as well as stand-alone lessons to close gaps in knowledge.

4.1.13 Vocational subjects are provided through AIM Qualifications.

4.1.14 All staff are trained and qualified assessors. 3 staff members are qualified internal verifiers.

4.1.15 Our curriculum suits local needs insofar as ReFocus welcomes students struggling in a mainstream environment which is often attributed to academic ability.

4.1.15 Vocational subjects allow for students to prepare for college, apprenticeship or the world of work.

4.1.16 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

4.1.17 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.

4.2 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.

4.3 Inclusion

4.3.1. At ReFocus, teachers set high expectations for all pupils. They use appropriate assessment to establish 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)

4.3.2 Teachers plan lessons so that pupils with SEND and/or disabilities can study every subject wherever possible, ensuring that barriers to achievement are removed. The needs of pupils whose first language is not English are also taken into account, with lessons designed to develop English skills while enabling full participation across the curriculum.

4.3.3. Further information is available in our Statement of Equality Information and Objectives, and in our SEND Policy and Information Report.

4.4 Assessment

Effective assessment and marking are regarded as essential to the success of our objectives and targets. Both assessment and marking Employable, Sociable, READY 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.

4.5 Work-Related Learning and Careers Education

ReFocus delivers a structured programme of careers education in line with DfE guidance, integrated into the PSHE curriculum. This includes opportunities to explore future pathways, develop employability skills, and engage with employers and providers in line with the Baker Clause and Gatsby Benchmarks.

6. Monitoring arrangements

6.1 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

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

- school visits
- meetings with all staff.

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

- planning scrutiny,
- learning walks,
- book scrutiny.

6.4 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 governors.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment and Marking Procedures
- NEA Policy
- Data protection Policy
- Examination Policy