



CURRICULUM POLICY

Approved by:	Proprietor/owners	1 September 2026
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1. Curriculum aims

ReFocus provides a flexible, ambitious and carefully sequenced curriculum for pupils aged 14 to 16 whose education has been interrupted or who require an alternative to mainstream provision. The curriculum is personalised without lowering expectations and aims to re-engage pupils, rebuild confidence and secure meaningful academic, vocational, personal and social progress.

Our curriculum aims to:

- Provide a broad and balanced education which takes account of each pupil's age, aptitude, prior attainment and needs, including any EHC plan.
- Develop speaking, listening, literacy, numeracy and transferable knowledge and skills across academic, vocational and practical learning.
- Address gaps arising from missed or disrupted education through accurate assessment, carefully sequenced teaching and appropriate support.
- Promote physical and mental wellbeing, spiritual, moral, social and cultural development, fundamental British values and respect for people with protected characteristics.
- Provide high aspirations and meaningful progression through Entry Level, Level 1, Level 2 and, where arranged with a commissioning school, GCSE pathways.
- Prepare pupils for reintegration, further education, training, apprenticeships, employment and the opportunities, responsibilities and experiences of life in British society.
- Ensure that all pupils have the opportunity to learn, participate and make progress.

2. Legislation and guidance

This policy reflects Part 1 of the Schedule to the Education (Independent School Standards) Regulations 2014 and the Department for Education's Independent School Standards guidance, April 2026. The proprietor ensures that this written policy is supported by suitable plans and schemes of work and is implemented effectively.

ReFocus is an independent school and is not required to follow the National Curriculum or an academy funding agreement. National Curriculum programmes of study may be used as reference points where helpful. ReFocus retains curriculum flexibility but must meet the Independent School Standards at all times.

The policy also has regard, where applicable, to the Equality Act 2010, the SEND Code of Practice: 0 to 25 years, the revised statutory Relationships Education, Relationships and Sex Education and Health Education guidance applying from 1 September 2026, current safeguarding guidance and current careers guidance used as relevant good practice.

Particulars of this curriculum policy will be made available to current and prospective parents and carers in accordance with Part 6 of the Independent School Standards and supplied free of charge on request.

3. Roles and responsibilities

3.1 Proprietor/owners and governing board

The proprietor/owners retain legal responsibility for ensuring that the curriculum policy, plans and schemes of work meet the Independent School Standards and are implemented effectively. They approve this policy and ensure that sufficient staffing, time, resources and oversight are available. The governing board provides support, challenge and oversight, including scrutiny of curriculum breadth, quality, pupil progress and destinations.

3.2 Headteacher and senior leaders

The Headteacher manages implementation. The Headteacher and nominated senior leaders ensure that the curriculum is appropriately planned, sequenced, resourced, taught and assessed; that teaching takes account of individual needs; and that commissioning arrangements support continuity. A competent acting senior leader will assume these responsibilities during the Headteacher's absence.

3.3 Teaching staff

Teaching staff implement approved plans and schemes of work, know pupils' needs and prior attainment, set ambitious expectations, adapt teaching appropriately, assess work regularly and use assessment to plan next steps. Staff use resources and online platforms as tools within teacher-led programmes rather than as substitutes for direct teaching, explanation, questioning and feedback.

4. Curriculum organisation and planning

4.1 Curriculum breadth

ReFocus's curriculum and supporting schemes of work provide pupils of compulsory school age with experience across the linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative areas required by the Independent School Standards. These areas may be delivered through discrete subjects, vocational learning, PSHE, Personal Social Development, enrichment and cross-curricular work.

English, mathematics and science form the academic core. Technology is developed through IT, online learning and vocational applications. Human and social learning is addressed through PSHE, Personal Social Development, careers, citizenship, public institutions, culture and preparation for adult life. Aesthetic and creative experience is provided proportionately through creative projects, design within vocational subjects, enrichment and other planned activities. Plans and schemes of work identify the intended knowledge, skills, sequence and means of assessing progress.

4.2 Curriculum offer

The curriculum offer may include English, mathematics, science, IT, construction, mechanics, physical education, Sports Leaders, employability, enterprise, PSHE, Personal Social Development, Personal Potential, enrichment and vocational options such as travel and tourism, health and social care, childcare and horticulture. Current qualifications, awarding organisations, platforms and staffing arrangements are recorded in the annually reviewed curriculum offer and subject plans rather than fixed permanently by this policy.

Work may draw from earlier or later key-stage material where assessment shows this is necessary to close gaps or provide suitable challenge. This is curriculum adaptation, not disapplication from the Independent School Standards. Pupils continue to receive an age-appropriate curriculum which enables progress from their individual starting points.

4.3 Placement packages and registration

ReFocus offers flexible daily, short-term, termly and full-time packages. Pupils may be solely registered at ReFocus or dual registered with a home or commissioning school. The hours and content provided by ReFocus depend on the agreed registration and placement package, the pupil's needs and intended outcomes.

Where a pupil is dual registered, the home school retains ultimate responsibility for ensuring the pupil's overall full curriculum entitlement. ReFocus is responsible for delivering its agreed part of the programme effectively. The two settings maintain curriculum continuity through regular review communication and share relevant attendance, engagement, assessment, progress, qualification and safeguarding information.

Where ReFocus is the pupil's sole registered school, ReFocus plans and monitors the pupil's complete curriculum entitlement. Placement information will identify the registration status, agreed hours, subjects and responsibilities, intended outcomes, review arrangements and progression or reintegration plan. Arrangements remain flexible and proportionate to the length and purpose of the placement.

4.4 Teaching arrangements

Teaching is provided individually and in small groups. Where groups include pupils of different ages, abilities or placement lengths, teaching is planned so that every pupil works towards suitable, ambitious objectives. Reasonable flexibility may be used to re-engage a pupil in an appropriate supervised learning space, provided that this remains purposeful, safe and does not adversely affect others.

PE is taught as a planned curriculum subject. Enrichment, visits, partnerships and practical activities are selected to develop knowledge, confidence, teamwork, leadership, cultural awareness and motivation, with appropriate safeguarding and risk assessment.

4.5 Remote learning with a home school

Where a course is delivered remotely by a home or commissioning school, that school remains responsible for teaching and assessment. ReFocus monitors attendance and engagement, provides appropriate supervision, facilities and online access, and reports concerns promptly. Safeguarding and online safety are shared responsibilities and are managed through agreed procedures between both schools.

Access arrangements, examination entries, coursework and non-examined assessment are coordinated by ReFocus and/or the home school as appropriate to the pupil's registration and agreed responsibilities. Both schools share relevant information and review quality, progress and concerns through their regular communication and placement-review arrangements.

4.6 RSHE, PSHE and preparation for life

PSHE reflects ReFocus's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics in the Equality Act 2010. It supports health, safety, relationships, financial and economic understanding, citizenship, safeguarding, online safety and preparation for life in British society.

Relationships and sex education is governed by ReFocus's separate RSHE Policy, which reflects the revised statutory guidance applying from 1 September 2026. That policy addresses curriculum content, parent consultation, accessibility, safeguarding and the limited parental right to request withdrawal from sex education. Relationships education and science content are not subject to withdrawal.

4.7 Careers and work-related learning

Every secondary pupil has access to accurate, current and impartial careers guidance which enables informed choices across a broad range of education, training and employment options and encourages pupils to fulfil their potential. Guidance avoids stereotyping and is adapted to the pupil's needs, interests, SEND and intended destination.

ReFocus uses the Gatsby Benchmarks and current DfE careers guidance as good practice. It works with home and commissioning schools, local authorities, careers advisers, careers hubs, employers and post-16 providers as appropriate. Provider-access legislation does not apply directly to ReFocus as an ordinary independent school; where a pupil is dual registered, responsibility for statutory provider encounters is agreed with the home school.

4.8 Political impartiality and external contributors

Curriculum teaching and enrichment will not promote partisan political views. Where political issues are brought to pupils' attention, reasonable steps will be taken to present a balanced account of opposing views. External visitors and resources are checked for suitability, safeguarding and consistency with fundamental British values.

5. Inclusion and equality

Teachers set high expectations and use assessment to plan challenging, accessible work for every pupil, including pupils with SEND or disabilities, EAL, low prior attainment, high prior attainment or disrupted education. Reasonable adjustments, the Accessibility Plan, EHC-plan provision and relevant specialist advice are reflected in curriculum planning.

Pupils with EAL are supported to develop English while accessing the wider curriculum. A pupil's SEND, disability, behaviour, attendance history or placement length will not be used to lower ambition or unnecessarily restrict access to subjects and activities.

6. Assessment and reporting

Initial and diagnostic assessment establishes each pupil's starting points, strengths, gaps and needs. Teachers assess work regularly and thoroughly, maintain suitable written records and use the information actively to adapt teaching, revisit insecure learning, provide challenge and plan next steps.

Assessment includes teacher observation, questioning, marked work, practical evidence, platform information where relevant, accredited assessments and moderation or internal quality assurance. Platform-generated information supports but does not replace professional assessment.

Progress and targets are discussed with pupils and reported appropriately to parents or carers and, where relevant, the home or commissioning school. Regular review communication covers attendance, engagement, progress, qualification evidence, support needs, concerns and agreed next actions. Awarding-body and examination requirements are followed for accredited courses.

7. Monitoring and review

The Headteacher and senior leaders monitor curriculum implementation through planning and scheme-of-work review, learning walks, lesson visits, work scrutiny, assessment and progress information, pupil voice, attendance, qualifications, destinations, reintegration outcomes and communication with commissioning partners.

The governing board receives proportionate information enabling it to scrutinise curriculum breadth, standards, inclusion, progress and improvement. The proprietor/owners retain accountability and act where monitoring identifies that a standard may not be met.

This policy is reviewed at least annually and sooner following a material change to legislation, guidance, registration, curriculum delivery or the needs of the pupil population. Subject plans, packages, resources and qualification details are reviewed more frequently where necessary. Next scheduled review: 1 September 2027.

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