

# Curriculum policy

ReFocus



<b>Approved by:</b>	Paula Tucker Headteacher	<b>Date:</b> 12/12/2024
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## 1. Curriculum aims

Our curriculum aims/intends to:

- 1.1 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.
- 1.2 Engage students and raise their self-esteem, re-engaging them into learning.
- 1.3 Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- 1.4 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.
- 1.5 Support pupils' spiritual, moral, social, and cultural development through our Personal social development (PSD) and SMSC lessons. Equipping pupils with the knowledge and cultural capital they need to succeed in life.
- 1.6 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.
- 1.7 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.
- 1.8 Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- 1.9 Students can access the curriculum from Entry Level 1 to Level 2 on site and GCSEs with their link school via zoom.
- 1.10 Have a high academic/vocational/technical ambition for all pupils.
- 1.11 Students have access to and the opportunity to experience the following subjects:  
English,  
Maths,  
Science,  
IT,  
Mechanics,  
Construction,  
Sports Leaders,  
PSD, HLS, Life Skills, Driving Theory, 1 to 1 session  
PSHE, - Group work on emotional literacy every fortnight  
Business,  
Film Studies,  
Hair and Barbering  
Art  
Humanities  
Childcare

Horticulture  
Small Animal Care

Subjects can be accessed on the Refocus webpage  
[www.refocus.school/subjects/](http://www.refocus.school/subjects/)

1.12 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.

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

1.14 Careers advice Embedded in the PSD and Employability curriculum, independent careers advice and internal. Tours of local colleges. Careers workshops, work experience. Internal careers fayre where local businesses come in to talk one to one with students for them to identify what they need for that chosen career path.

1.15 ReFocus will tailor the student's 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).

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

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

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

1.19 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.

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

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

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

1.23 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

2.1 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 selected as a guide to follow.

2.2 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.

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

2.5 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. Roles and responsibilities

The Headteacher

- 3.1 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.
- 3.2 The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governors.
- 3.3 Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum.
- 3.4 We manage requests to withdraw children from curriculum subjects, where appropriate.
- 3.5 Our procedures for assessment meet all legal requirements.
- 3.6 The governors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- 3.7 The governors are advised on whole-school targets to make informed decisions.
- 3.8 Proper provision is in place for pupils with different abilities and needs, including children with SEND.
- 3.9 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 ReFocus will provide education for pupils out of mainstream education aged 14 -16.
- 4.2 To be effective and successful in achieving our aims and targets, there must be a flexible approach to curriculum delivery.
- 4.3 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.
- 4.4 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.
- 4.5 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.
- 4.6 The curriculum is delivered through well-structured, efficiently planned lessons appropriately placed to suit individual needs.
- 4.7 The calibre of our student often means they have not accessed education for some time.
- 4.8 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.
- 4.9 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. Example of overcoming obstacles: We have a student who cannot count to 10 or know the value of money. She will not pass Entry Level 1 maths. We have created an alternative maths timetable so we take her during maths to the local shops to buy something and work out how much change she needs. The local shops are really patient with her and are getting to know and expect her. We want to prepare her for real life and will be working on bus timetables next.
- 4.10 We would always ensure this is appropriate and not affecting other students learning.
- 4.11 Every student has an assigned mentor who speaks with the student and calls home to discuss all progress at least weekly.
- 4.12 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.
- 4.13 Tuition is delivered individually or in small groups. Where possible groups will be made up of same year groups, however, our short-term packages may 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.
- 4.14 The approach to ICT is integrated into our curriculum as e-learning is an essential element of the national curriculum. We also teach IT for 1 Term.
- 4.15 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).

4.16 Outside agencies will visit during our enrichment afternoons to familiarise students with these services.

4.17 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 (Health & Social, Childcare, Horticulture or Mechanics), in addition to IT, PE, PSHE, Employability skills, Personal Social Development and a Personal Potential.

4.18 The minimum weekly entitlements for fulltime students are:

English: 3 hours

Maths: 3 hours

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

4.19 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

4.20 Delivery is based on which package the student is on.

4.21 Our curriculum approach for core subjects is through the online provider Lexia, BKSB and Functional Maths, Functional Skills are taken through Open Awards assessment.

4.22 Initial assessments, diagnostics and tailored content are carried out, as well as stand-alone lessons to close gaps in knowledge.

4.23 Vocational subjects are provided through AIM Qualifications.

4.24 All staff are trained and qualified assessors.

4.25 3 staff members are qualified internal verifiers.

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

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

4.28 We have adapted the National Curriculum/subjects required by our funding agreement, and other statutory requirements, to suit our local context.

4.29 Our PSHE 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

Emotional Literacy

Employable, Sociable, READY

4.30 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.

4.31 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. The eight Gatsby Benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

## 5. Inclusion

5.1 At ReFocus Ltd, teachers will set high expectations for all pupils.

5.2 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)

We follow students EHCP recommendations and ensure all areas identified are met

5.3 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.

5.4 Teachers will also take account of the needs of pupils whose first language is not English.

5.5 Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

5.6 Student report cards contain a wide range of information to assist teachers and support staff to deliver bespoke teaching. Appendix 4

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

## 6. Assessment

6.1 Effective assessment and marking (as clearly set out in Assessment policies [refocus@enquiries.school](mailto:refocus@enquiries.school)) are regarded as essential to the success of our objectives and targets.

6.2 Employable, Sociable, READY are used to inform future teaching and planning.

6.3 Regular assessment leads to challenging and achievable targets being set for everyone and is most effective when shared with the student and parent/carer.

6.4 Staff have timetabled sessions each week to enable marking is up to date. (Wednesday marking)

6.5 Key workers ensure strong lines of communication and feedback are open. (Daily debrief)

- 6.6 Immediate feedback, either verbal or written encourages and motivates the student to achieve curriculum targets.
- 6.7 Maths and English student of the week are displayed in student common rooms to celebrate success.
- 6.8 Termly awards are given out to celebrate progress
- 6.9 Assessment informs teaching expectations and allows for effective adjustments to be made for individual learning.
- 6.10 see appendix for report templates

## **7. Monitoring arrangements**

- 7.1 Evaluation will be made against a variety of measurable success criteria including:
- 7.2 Attendance figures
- 7.3 Successful reintegration or progression of pupils
- 7.4 Staff attending INSET in relation to curriculum development
- 7.5 Feedback of monitored and observed lessons by senior management
- 7.6 Advice, support and training of staff to develop their knowledge and skills in all aspects of effective teaching
- 7.7 Baseline and ongoing assessment which allows progress to be measured
- 7.8 Individual learning targets and success criteria for each pupil taught
- 7.9 Examination results/Accreditation records
- 7.10 Governors will monitor coverage of all subjects and compliance with other statutory requirements through: school visits, meetings with all staff.
- 7.11 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.
- 7.12 The Executive Head Teacher along with all deputy headteachers has responsibility for monitoring of how resources are stored and managed.
- 7.13 This policy will be reviewed regularly, dependant on student packages to ensure that individual student needs have been met.
- 7.14 These reviews will be shared with the full governing board during governor meetings.

## **8. 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

# Appendix

## Appendix 1. Aim progress report

Aim Qualification Components information and progress report

Component Title	Component level	Component Credit Value
Creative Multimedia	L2	5

Standard Reference	The learner must be able to / know									
1	Understand multimedia									
1.a	How multimedia is used in a range of digital media products									
1.b	How the combination of image, sound and text is used in multimedia									
2	Be able to plan for the production of a multimedia product									
2.a	Suggest three ideas for a multimedia product									
2.b	Produce a proposal and pitch for a chosen multimedia product									
2.c	Plan for the production of a multimedia product									
3	Be able to produce a multimedia product									
3.a	Produce materials for a multimedia product									
3.b	Combine materials for a multimedia product									
3.c	Test the multimedia product									



## Appendix 2. IT component

Digital Technology  
Creative Multimedia  
(Y/617/3911)  
Level 2  
Credit Value: 5

Components:

1. Understand Multimedia
2. Be able to plan to produce a multimedia product.
3. Be able to produce a multimedia product.

1.Understand multimedia.

1a. How multimedia is used in a range of digital media products.

TASK: Identify how multimedia is used in a minimum of three digital products.

1b. How the combination of image, sound and text is used in multimedia

TASK: Explain how image, sound and text is used in a minimum of two digital products

2.Be able to plan to produce a multimedia product.

2a. Ideas for a multimedia product

TASK: Suggest how technical components work together

2b. Proposal and pitch for a multimedia product.

TASK: Produce a proposal and pitch for a chosen multimedia product

2c. Production of a multimedia product.

TASK: Plan to produce a multimedia product.

3.Be able to produce a multimedia product.

3a. Produce materials for a multimedia product

TASK: Demonstrate how you have produced materials for a multimedia product

3b. Combine materials for a multimedia product

TASK: Demonstrate how you have combined materials for a multimedia product

3c. Test the multimedia product.

TASK: Demonstrate how you tested the multimedia product.

## Appendix 3. End of Term Report

### ReFocus End of Term Report

Student name	
Package	
Mentor	

### Attendance

Overall attendance	
Improvement on last term	
Lates	

### Behaviour

	Comments
Overall behaviour	
Positive credits	
Negative credits	
Incidents	
Comment	

### Additional Support

	Engagement	Comments
Mentoring		
Enrichment		
Emotional Literacy		

## Attitude

	Good	Satisfactory	Poor
To learning			
Towards Students			
Towards Staff			
To expectations			


## Subject Feedback (1 poor – 5 Excellent)

	Current Grade	Predicted Grade	Effort	Comments
English				
Maths				
Employability Skills				
Construction				
PE				
PSD (Personal Social Development)				

PSHE				
Life Skills				
Option Block A Sports Leaders Business Media				
Option Block B Small Animal Care Art Mechanics Hair and Beauty				

### Overall Feedback

## Appendix 4. Student report card – part of the ReFocus teacher toolkit

<p> <b>Student:</b>  <b>Year:</b>  <b>Key Worker:</b>  <b>SEND:</b>  <b>LAC:</b>  <b>EAL:</b>  <b>PP:</b>  <b>EHCP:</b>  <b>Social Care involvement:</b> </p> <p><b>Brief:</b></p>			<b>Triggers:</b>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• .</li> </ul>													
			<b>Needs:</b> <ul style="list-style-type: none"> <li>•</li> </ul>														
	<b>Academic:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Subject</th> <th style="width: 25%;">Target grade</th> <th style="width: 25%;">Current grade</th> </tr> </thead> <tbody> <tr> <td>English</td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td></td> <td></td> </tr> <tr> <td>Construction</td> <td></td> <td></td> </tr> <tr> <td>Employability</td> <td></td> <td></td> </tr> </tbody> </table>		Subject		Target grade	Current grade	English			Maths			Construction			Employability	
Subject	Target grade	Current grade															
English																	
Maths																	
Construction																	
Employability																	

## Appendix 5. Parent evening report

### Parents Evening Report

#### Attendance

<b>Overall attendance</b>	
<b>Lates</b>	

#### Behaviour

	<b>Comments</b>
<b>Overall behaviour</b>	
<b>Positive credits</b>	
<b>Negative credits</b>	
<b>Comment</b>	

#### Attitude

	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
<b>To learning</b>			
<b>Towards Students</b>			
<b>Towards Staff</b>			
<b>To expectations</b>			

#### Targets

	<b>1</b>	<b>2</b>	<b>3</b>
<b>Personal Targets</b>			
<b>Next Steps</b>	<b>English</b>	<b>Maths</b>	<b>Approach to learning</b>

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**Parent Discussion**

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