



**Focus 1st Academy**

**Curriculum Policy**

**Focus 1st Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment!**

Working in Partnership with North London Schools & Local Authorities since 2000

Accredited Independent School Status 2014 (Registration N0. 308/6003)

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Focus Inception

*Focus 1st Academy was set up in the year 2000 using European Social Fund to provide education and training and to-date has defied all the odds and was awarded the Independent School status in August 2014. This enables us to work in partnership with schools and local authorities to provide an alternative method of education for 14 to 16 year olds. Our student referrals are some of the most vulnerable young people and it is our duty to ensure that they are equipped with the appropriate skills and qualifications to ensure full participation within the modern workplace. Our team of professionals consisting of tutors, tutor assistance, pastoral support staff and mentors to nurture the students ensuring our work-based-learning approach alongside a variety of techniques are utilised and compatible to ensure the prevention of social and economic exclusion prior to adulthood which is underpinned through the subjects delivered whilst in classroom environment as well as on an individual basis.*

Focus Ethos

*Our programme fulfils the need of students who are disengaged from academic studies and may be exhibiting behavioural problems as a result. Our hands-on approach to learning creates an inspirational motivation for students wishing to pursue a career via the vocational route. The students are taught methods on how to improve their social skills in preparation for work/apprenticeship schemes and/or further education by learning in real-life situations and participating in sports, art and drama to express emotions. We believe that all individuals have a certain quality, which is sometimes concealed due to lack of confidence, mixed sentiments or disabilities. As such, recognising and coming to terms with barriers is a small part of the conflict, we are certain that all individuals are aware of their own weaknesses; the most vital part is engaging with professionals and adhere to individual training plans set which in turn prepares our students for economic and social integration into adulthood.*

Curriculum Policy

The curriculum at Focus 1st Academy embraces all the learning opportunities a student can experience. It includes what is offered in formal, time-tabled lessons as well as extra-curricular activities and experiences.

Principles

Every student will have the opportunity for a range of relevant learning opportunities which:

* Meet the needs of all learners and is of the highest possible quality;
* Take account of unequal starting points;
* Provide diversity by catering for student’s needs, aspirations and ability;
* Are provided irrespective of gender, ethnic background or disability.

Student will benefit from a curriculum that is planned to provide breadth, balance, depth and relevance. Staffing will reflect the needs of the curriculum to ensure that appropriately skilled and qualified staff are employed and that the specialist skills of staff are fully utilised.

The curriculum acknowledges the need for progression and will promote the spiritual, moral, social, cultural, mental and physical development of pupils.

Through a range of supportive learning experiences, the curriculum will aim to develop and extend students to enable them to achieve their potential in all areas of life.

Students will participate in a curriculum that will develop their personal qualities and skills, so that they can contribute effectively and confidently to life and will prepare them for an effective, purposeful, responsible and enjoyable adult and working life. The flexibility of the curriculum will accommodate the necessary steps to reintegrate them into mainstream.

All students will be prepared thoroughly for public examinations and tests to achieve accredited and in-house qualifications.

Effective teaching and learning will be the main concern of management and the resources will be allocated annually to meet the demands of subject needs.

Curricular Aims

The curriculum will:

* Implement the basic and national curriculum where appropriate to the Independent School aims and meet all statutory requirements with regards to time and subject allocation.
* Monitor and track the progress of students through a regular cycle of assessment and reporting.
* Be socially inclusive ensuring equality of access and opportunity for all students
* Include personal, social and health education including sex and relationship education and drug education.
* Prepare students for post-16 education, vocational needs, and leisure and recreational habits.
* Provide a breadth and relevance of learning opportunities for all abilities.
* Challenge each student to strive for excellence in his or her own terms.
* Provide a mixture of directed and investigative learning which ensures equality of access and opportunity for all students, in a variety of appropriate teaching styles.
* Provide factual content and develop cross-curricular skills at an appropriate level, stimulate academic, vocational and physical progress and personal development.
* Emphasise the ‘wholeness' of the learning experience and its pleasures and rewards, and thus develop self-motivation.
* Emphasise the importance of Literacy and Numeracy across the curriculum.
* Emphasise the place of technology across the curriculum and its relevance to the whole community.
* Ensure that the Special Educational Needs’ Code of Practice meets the requirements of all students irrespective of their academic abilities or needs.
* Acknowledge that people come from a variety of cultural and religious backgrounds and promote tolerance through an effective pastoral organisation.
* Ensure that all students can benefit from all the resources that the can offer.
* Foster a considered approach to choices to be made both within a student's School life and at 16+
* Develop a sense of responsibility for their own growth by reflecting on and evaluating the whole range of their learning and development.

The curriculum will be reviewed and evaluated regularly by the Leadership Team to ensure it matches the interests, aptitudes and special needs of all its students.

This policy should be read in conjunction with the schools Education Plan.

Monitoring, evaluation and review:

The policy will review this policy every three years and assess its implementation and effectiveness.

Curriculum Information

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| **Provider Name:** | **Focus 1st Academy**  |
| Programme Name / Vocational pathways programme: | Work Based Learning |
| Type of provision: | Full time |
| Brief Description of Programme/s offered: | Please see programme |
| Delivery Location (s) | Focus 1st Academy339 Bowes RoadNew SouthgateLondon N11 1BA |
| Staff Ratio: | T2 members of Staff |
| Hours per week: | 9:00 – 3:00 [dependent of placement and tuition] |
| Course Length (days per week / number of weeks) | This is designed for students of years 9, 10 and 11 |
| Subjects | NCFE Functional Skills Entry L1/2/3 MathsNCFE Functional Skills Entry L1/2/3 EnglishNCFE Functional Skills Entry L1/2/3 ICTAQA Functional Skills L1/2 MathsAQA Functional Skills L1/2 EnglishAQA Maths – GCSE F/HAQA English Language - GCSEAQA English Literature - GCSEBCS ICT – ICDL – Level 2AQA Science Trilogy – GCSEAQA Religious Studies – GCSE\*Work Experience [working in real life situations] |
| Key contacts: | Marina SavvaAndroulla  |
| Total course cost:  | Refer to the Headteacher |
| Other relevant Information: | Please see programme |
| Course Timings (Duration, days, start and finish) | Five days per week[Individual timetable] |
| Placements & Next Step Career Advison | Andrea Kattirtzi |
| Give brief over view on the college incident procedures | Please see our Policies and Procedures  |
| Frequency of attendance | Weekly register is sent to the school, termly reports are issued, professional meetings held as well as parental. |
| Data sent to school: | Issued weekly |
| Frequency of student evaluation: | Daily |
| Success rate over the past year: | 99.9% Pass rate |

Teaching and Learning

Focus aims to achieve excellence in education for all our students irrespective of their previous experiences or barriers they have in learning. Our core objective is to inspire learning in a highly effective manner via academic, vocational subjects that reengages students in learning.

Our aim:

* Empower students to become effective learners and experience success
* Ensure a common high quality of experience for all students to help maximise potential, whilst simultaneously supporting creativity and individuality within teaching and learning
* Spread and share all teaching and learning practices that is of an excellent standard
* Provide an insight into the review and development of current and future teaching and learning practices which enables staff and students to remain stimulated and focused.

Quality teaching:

* Clearly displays and shares the learning objective with students
* Uses of lesson plans [where applicable]
* Uses a range of engaging activities for students
* Encourages independent student learning
* Allows student to participate in group and pair activities
* Have a recap at the end of each lesson to ensure sustained knowledge

Quality learning:

* Engages and enthuses students
* Is an attractive process
* Is linked to prior knowledge
* Is collaborative through cooperation, dialogue and creating knowledge with others
* Is centred on the learners, responsibility of their own learning and an understanding that they are able to exercise choice, develop goals, plan their approach and work independently
* is reflected and enables learners to monitor and review learning
* Uses peer and self-assessment
* Enables learners to exceed and continuous progression
* When students display a strong desire to contribute the effort and concentration required to match the teachers’ passion for learning
* Comes out with effective questioning at the appropriate level for students
* Is active and practical
* Is differentiated
* Has context and relevance to the scheme of work

Marking and feedback

Marking and feedback is an essential element of the assessment process. We aim to provide a system of marking that is consistent and continuous. Marking will inform planning, be diagnostic and enhance students learning by ultimately offering guidance on how work can be improved. Marking allows underpin self-assessment whereby the student can recognise their difficulties and mistakes and in-turn encourage to accept help/guidance from others. We aim to mark positively to enhance self-esteem and confidence.

We mark students work in order to:

* Monitor their progress using Focus’s tracking systems
* Offer support and help when necessary
* Show work is valued and praise specific learning
* Demonstrate appreciation of students’ efforts
* Give feedback to students in order to inform them of achievements and to encourage improvement in their learning
* Inform future planning and learning
* Evaluate and assess student learning
* Ensure tasks have been carried out

Teachers in Focus will acknowledge students work once a week with an in-depth response. The in-depth response should demonstrate to students how they can improve their work and progress in their subject.

Teachers can also respond to students work by:

* Speaking to the student
* Verbal comments
* Written (ILP’s)
* Constructive advice
* Time spent with student to ensure they understand the comments and the targets set

All verbal and written feedback must identify what is good and also what can be improved in order to encourage student progression.

Students should respond to marking:

* Encouraged to evaluate their own work and the work of others before marking, taking into consideration the shared learning objectives and any previous individual targets set
* Encouraged to reflect after marking and take the opportunity to correct, practise or investigate a problem
* Set their own individual tasks

Quality Marking and Quality Feedback:

* Marking focuses on specific taught items; concepts, skills and knowledge. So that the feedback encourages development of the learning rather than on application learning objectives, such as projects/essays whereby summary feedback is more appropriate
* Marking is only of value if comments are read and responded to
* Ideally marking should become a part of the development dialogue resulting in student progress; e.g. student writes, the written is marked and the student incorporates suggestions
* Marking will take on a positive form

Reporting / Student Reviews

Completing progress reports is an essential part of students’ studies as it provides them an understanding of the current level they are at and what work they need to complete in order to achieve modules/grades. This is achieved by Individual learning plans (ILP’s), which are set and reviewed monthly. These are goals and targets set by teachers for the individual student, which are then reviewed by the students’ with their learning mentor, the mentor will then reported back to the teacher (s). Parents will be aware of their child’s achievements through parent evenings and termly reports to be part of the academic process.

Focus will:

* Use the report format
* Complete three academic report during the course of the year in each subject
* Make sure that all students are aware of their current level and or grade
* Ensure that staff complete reports on time
* Supply students with progress comments on the reports
* Reports will be completed by deadline and sent to the students home as well as the school point of contact
* Hold at least one academic Review Day in order to speak to parents and students (face to face contact) and termly where relevant; about progress and attainment
* Monitor progress and attainment and where appropriate offer students support in order to progress (ILP’s for each subject)
* Focus operates via an open-door policy relating to information, advise, guidance and grievance
* Support external agencies and LA e.g. CAMHS Family Intervention, Social Works, Educational Welfare Officers, Youth Offending Teams

**Curriculum Policy for Adapted Key Stage 2 (KS2) and Key Stage 3 (KS3)**

1. Aim and Objectives:
a. The aim of the adapted curriculum for KS2 and KS3 is to provide a tailored, inclusive, and equitable education that meets the unique needs of students with diverse abilities, learning styles, and individual requirements.
b. The objectives are to ensure that every student has access to appropriate learning opportunities, meaningful participation, and achievement in all areas of the curriculum, fostering their holistic development and preparing them for further education and future endeavours.
2. Curriculum Design and Structure:
a. The adapted curriculum will be designed to align with the national guidelines and frameworks while accommodating the individual needs of students.
b. It will encompass core subjects, including English, mathematics, science, and physical education, and foundation subjects, such as history, geography, art and computing.
c. The curriculum will be structured to offer flexibility, allowing for personalized learning pathways, individualized support, and modifications based on students' abilities, strengths, and areas for development.
d. Cross-curricular links and interdisciplinary approaches will be encouraged to promote connections between subjects and reinforce learning outcomes.
3. Learning Outcomes and Assessment:
a. Learning outcomes will be individualized, considering the specific learning goals and targets for each student.
b. Assessment methods will be differentiated to cater to diverse learning styles and abilities, focusing on students' progress, achievements, and personalized goals.
c. Formative assessment practices, ongoing feedback, and student self-assessment will play a crucial role in monitoring progress, identifying areas for improvement, and adapting teaching strategies accordingly.
d. Alternative assessment approaches, such as portfolios, projects, and practical demonstrations, may be used to provide a comprehensive and authentic representation of student learning.
4. Differentiation and Inclusion:
a. The adapted curriculum will ensure differentiation and inclusion by providing appropriate support, accommodations, and modifications for students with special educational needs, disabilities, or specific learning requirements.
b. Accessible resources, assistive technologies, adapted materials, and multisensory approaches will be employed to enhance learning experiences and ensure equitable access for all students.
5. Teaching and Learning Approaches:
a. Teaching and learning approaches will be tailored to accommodate diverse learning styles and preferences, incorporating visual, auditory, kinesthetic, and tactile elements. b. Differentiated instruction, small-group work, individualized support, and multi-modal teaching strategies will be employed to maximize student engagement, understanding, and participation. c. Collaboration between teachers, teaching assistants, therapists, and other professionals will be encouraged to provide comprehensive support and promote inclusive classroom practices.
6. Enrichment and Extra-Curricular Activities:
a. The adapted curriculum will encompass enrichment activities and opportunities for students to engage in extra-curricular activities, allowing them to explore their interests, develop social skills, and promote personal growth.
b. Collaboration with external organizations, community partners, and specialists will be sought to provide inclusive and accessible enrichment experiences, such as adapted sports, arts, and cultural events.
7. Monitoring and Review:
a. Ongoing monitoring and review of the adapted curriculum will be conducted to ensure its effectiveness in meeting the diverse needs of students.
b. Regular communication and collaboration among teachers, support staff, parents/guardians, and students will be maintained to gather feedback and make necessary adjustments to the curriculum.
c. External evaluations and assessments, where applicable,

Reviewed June 2015

Reviewed June 2016

Reviewed June 2017

Reviewed July 2018

Reviewed June 2019

Reviewed July 2020

Last reviewed September 2021

Last reviewed June 2022