

# Curriculum Policy

Date of Issue: September 2021

Date of Review: September 2022

## 1. Introduction:

- 1.1 Footsteps is an Independent School providing alternative education to the young people of Haringey and the surrounding boroughs. We offer education to students from Year 8 to Year 11 whose present social, emotional and behavioural problems have limited their personal and educational growth. The aim of the policy is to provide overarching guidance for the design of the curriculum to enable the Footsteps Vision and Ethos statement values and School Development Plan Goals to be delivered through effective provision.

## 2. We aim to provide:

- a well-rounded education to each student in line with their individual requirements
- education and encouragement, enabling our students to be a positive influence and active participant in the local community
- the knowledge and confidence to empower our students to become independent young people, while offering them the support and pastoral care they require
- the means for our young people to leave Footsteps prepared for further education and the working world

Footsteps is expected to:

- teach the National Curriculum, including religious education and sex education
- teach about drugs as per the science element of the National Curriculum
- provide for physical education
- avoid political bias
- provide independent careers education and guidance
- make provision for pupils with special educational needs
- decide whether to disapply aspects of the curriculum to provide more time for other aspects such as the work-related curriculum or basic skills

## 3. Purpose

Footsteps aims to:

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- provide a balanced and relevant curriculum
- provide pathways to facilitate success for pupils across the ability range
- provide learning opportunities to include all pupils
- facilitate progression within the school
- foster teaching styles which will offer a variety of learning opportunities
- make learning a positive experience

3.1 Our curriculum consists of all those activities, planned and implemented, by Footsteps to promote the intellectual, moral, social, spiritual and physical development of the students and to prepare them for the opportunities, responsibilities and experiences of life.

3.2 Extracurricular activities and those features which contribute to the school's ethos, such as the quality of relationships and commonly expressed values, are exemplified in the way in which the school sets about its tasks and the way in which it is organised and managed.

#### Footsteps Ethos:

While in mainstream education, the majority of our students have proven to be somewhat disinterested in academic work and are usually disruptive and challenging. Additional activities are, therefore, in place to enhance the potential for better academic performance. Footsteps uses a different environment, different delivery processes and a relationship, rather than law-based ethos to move the students forward.

#### Aim

3.3 This curriculum policy is derived from the school's vision and statement of aims. All students have an equal opportunity to access every aspect of the curriculum. The school believes that the purpose of learning is to help students to:

- develop lively and enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills;
- acquire understanding, knowledge and skills relevant to adult life and employment in a fast-changing world;
- use language, numeracy and IT skills effectively;
- develop personal moral values, respect for religious values and for other cultures, faiths and ways of life;
- develop a concern for the environment and an understanding of the world in which they live and the inter-dependence of individuals, groups and nations;
- appreciate human achievements and aspirations;
- take their place in society in an informed, positive and active way, seeing education as a life-long process.
- create an environment where students progress academically and personally and, in doing so, are able to access 6<sup>th</sup> form, college, training, and apprenticeships post year 11.

3.4 In promoting these aims, the curriculum holistically serves a variety of functions, demonstrating continuous and progressive development of each of the four basic elements of learning:

knowledge, concepts, skills and attitudes while being planned and differentiated to the individual learners' needs. The curriculum is delivered in a supportive manner that enhances achievement and enriches the learning experience of the student.

- 3.5 A fundamental part of learning at Footsteps is ensuring that the students are ready to move on to the next phase of their education and the world of work.
- 3.6 Assessment is integrated into our curriculum model in a way which supports pupil progress

## 4. Implementation

### Will aim to:

- Address statutory elements of the curriculum
- Allocate time for teaching elements of the curriculum
- Adopt procedures for assessment meet
- Inform pupils and their parents/carers indicating progress made
- Address individual needs of some pupils by permanent or temporary disapplication from the National Curriculum

### Systems put into place will aim to:

- set statutory targets
- publish examination results
- monitor standards of attainment in each subject
- monitor pupil progress
- present political issues in a balanced way

### Academic Protocols, Performance and Progress:

- Baseline testing is performed when students arrive at Footsteps
- ILPs are also written on students' arrival and tracked, assessed and updated every half term
- Student reports are produced every term and sent to parents/carers and referrers
- Academic assessments are performed every half term
- Weekly conduct reports display student performance during academic lessons.
- Student progress is continually monitored via Tracking Grids
- Academic levels, Targets, and Predicted Grades are explained to students and are accessible to them inside their academic books.
- Homework is set by Teachers
- GCSE questions and papers are performed prior to GCSE examinations in order to prepare the students for the examination format

### Class Structure:

- Footsteps classes are known as Pods
- There are up to 5 Pods per site each with an assigned staff member, known as a Learning Mentor
- Each Pod averages 5-6 students, the numbers are kept deliberately small to optimise students' learning
- Footsteps prides itself on the pastoral support we offer our students and the role of the Learning Mentor is the foundation of this support. With a student's Learning Mentor often being the first port of call if they feel they need someone to talk to
- During lessons students can struggle to keep to the classroom conduct rules, due to their social, emotional and behavioural problems. Learning Mentors support the teachers in disciplining any poor behaviour and removing students from class temporarily should that be deemed necessary. Students are only removed from the remainder of the lesson as a last resort
- On occasion a student may change Pod or Site if it is thought a change in environment would be beneficial to their learning. If this is being considered the student and their referrer are kept informed and any transition is made to be as smooth as possible

### Content:

- 4.1 Students are offered a wide variety of courses based around a flexible options programme. A range of teaching and learning styles is encouraged, to ensure a richness of educational environment that enhances the experience of students and teachers alike.
- 4.2 For a brief synopsis of our curriculum content please see attached flow chart.
- 4.3 Footsteps offers a wide range of activities across its centres. Activities include Football, Basketball, Boxing, Wrestling, Athletics, Table Tennis, Badminton, and Tennis, some of which are timetabled into school activities for all students while others remain as an option.

### Key Stage 3 Curriculum:

#### Subjects:

- 4.4 GCSE English, Mathematics, Science, Business Studies, RS, PE, and Art. Functional Skills Maths and English. PSHE, CEIAG, and Prevent courses are also part of the curriculum.
- 4.5 We deliver the above subjects to KS3 students, a curriculum that is designed to assist them in the transition from KS3, providing a good grounding for the students to progress to KS4.
- 4.6 The PSHE scheme of work for KS3 students concentrates on the physical changes pupils of this age are experiencing, the importance of friendships and family networks, the breaking down of stereotypes regarding the prominent topics of racism, bullying, cultural awareness and immigration, sexual preferences, age and disabilities.
- 4.7 KS3 SEN students with a statement are required to have full access to the National Curriculum. To fulfil this necessity, we work in partnership with our referrers and offer part time placements to KS3 SEN students with a statement.

Key Stage 4:

Accredited Subjects:

<b>GCSE Core Subjects</b>	<b>GCSE Non-Core Subjects</b>	<b>Level 1 &amp; 2 Qualifications</b>
English (Foundation or Higher)	P.E	English Functional Skills (EL3, Level 1 & 2)
Mathematics (Foundation or Higher)	Religious Studies	Maths Functional Skills (EL3, Level 1 & 2)
Biology	Art	
Business Studies		

- 4.8 The accredited courses we deliver at Footsteps have been chosen very much in line with our cohort's needs and abilities. There is a heavy coursework element allowing students to be offered more guidance and support in their work without the pressure of an examination to assist the students in getting the best grades possible.
- 4.9 Examination preparation is taught within individual subject lessons, as well as part of our PSHE scheme of work. To ensure students are more familiar with examination practice half-term assessments are performed in exam conditions and a mock exam week takes place every December or January.
- 4.10 Our students' well-being, personal development and independence are paramount at Footsteps and our PHSE topics are selected to support this ethos. Students are informed of their academic choices, educated on personal health issues, including sexual health, made aware of and taught to be respectful of different cultures and religions. Students are also educated regarding aspects such as FGM and Extremism via our PREVENT lessons. They are encouraged to be a good and active citizen within their community, supported through college applications and prepared for an independent life in the working world.

Whole school activities:

- 4.11 Footsteps invites professionals and experts to visit us and deliver workshops on issues that affect young people. These include healthy eating, healthy lifestyles, gangs, knife crime, substance abuse, and sexual health and relationships.
- 4.12 Creative writing workshops provide an in-depth look at another way of working and provide the students with skills that assist them throughout all subject areas.

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- 4.13 Educational school trips e.g. The Science Museum, The Tate Modern re-enforce the information they are taught in class while reward trips such as fishing, Go-karting and Thorpe Park allow the students to socialise and put into practice the soft skills they are taught at Footsteps.

#### Individual Curriculums:

- 4.14 Footsteps is able to personalise the curriculum on an individual basis. With the cohort that we work with, this is an important aspect of our delivery. All students are offered English, Business Studies, Mathematics, Biology, RS, PE, and Art GCSE qualifications as well as the added benefit of completing a Maths and English Functional Skills Qualification. The minimum number of GCSEs to be taken is by any student is 5. Additionally, students referred to Footsteps can request to continue studying a GCSE subject not offered by Footsteps, and this will be facilitated and supported wherever possible.
- 4.15 Whilst individual subject curricula are carefully long-term planned, medium and short term planning are continuously evolving; this is to ensure that we meet the diverse needs of our changing cohort. Our framework uses the generic schemes provided by the relevant examination boards and are adapted as required by teaching staff.

#### Differentiation:

- 4.16 Footsteps students are offered learning experiences carefully matched to their developing abilities, their aptitude and individual needs; students will be taught in varying groupings, which reflect their abilities in a range of subject areas, in order to allow sufficient differentiation of the curriculum to meet the individual needs of students.
- 4.17 Differentiation is considered throughout subject planning and delivery, from the scheme of work to the lesson planning and within the lesson delivery itself. Assessment of the students' progress is made continuously, with the students, throughout the lessons and tracked every half term through formal assessments to confirm we are offering the students a level of work they can understand, learn and progress from.

#### Progression and Continuity:

- 4.18 Effective education requires careful planning. Work undertaken at each stage should be based on the students' previous achievements. Our policy is therefore, to use assessment as a formative mechanism to ensure progression. Personal target setting with the student is fundamental to this. Each subject area will operate carefully defined schemes of work which have given due consideration to this issue to ensure that students are offered material appropriate to their age and ability. Students will be provided with information about the full range of learning available post 16 and our curriculum will aim to prepare them effectively for post 16 study and adult life.

#### Roles and responsibilities:

- The curriculum is monitored throughout the year by the Principal and Head of Teaching and Learning (Curriculum Co-ordinator) and is an ever evolving element of the Footsteps provision to ensure our students are given the most optimum opportunity of reaching the best of their capabilities at all times.

- All schemes of work are held by the Head of Teaching and Learning (Curriculum Co-ordinator), while each teacher has all schemes of work relevant to their delivery subject/s.
- It is each individual teachers' responsibility to ensure that the curriculum is taught as planned, appropriately differentiated to meet individuals' needs as necessary, and that records of children's skills and progress are kept as required.

CEIAG:

- 4.19 The Academy Leader of each individual Academy, along with the Head of Teaching and Learning (Curriculum Co-ordinator), is responsible for CEIAG for their students, continuing the relationship between Academy leader and student all the way through to the students' future education/apprenticeship.
- 4.20 Careers advice is built into our Curriculum through the PSHE scheme of work and workshops delivered by visitors regarding careers options. Footsteps is open to having our graduated students return as volunteers should they wish to gain experience in administrative duties, delivery of sports, general workplace knowledge and understand the general role of an employee, giving them skills they can take with them into employment.
- 4.21 When applying for colleges/apprenticeships our students are fully supported in the completion of application forms, preparing for interview and we work with our referrers to assist the students in viewing the colleges.
- 4.22 Each term we work with the London Fire Brigade to enrol our interested students in the Life Course the brigade offer. This gives our students opportunity to experience the skills required to be a Fire Officer as well as build on their team working skills and take part in life affirming workshops.
- 4.23 The future education/apprenticeship of each student is recorded, and referrers are informed.
- 4.24 This document is an ever-evolving document and will be updated to meet the needs of Footsteps students.