

Curriculum Policy			
Date	Review Date	Owner	Nominated Governor
18 th September 2023	18 th September 2025	Katie Furness	Gavin Cowley

1. Our Mission Statement

Our mission is to provide a broad, balanced and bespoke curriculum which allows our student to re-engage with learning. Our offer consists of a unique blend of academic and vocational study alongside a range of practical experiences promoting cultural capital and building confidence. Underpinned by targeted therapy provision our students re-engage with learning and acquire the skills and qualifications they need to go on to lead happy fulfilled lives.

2. Context and rationale

Future Education is an Independent Special School which works with students aged 13-16 who have experienced difficulties in accessing mainstream education and who may have been excluded. All students require specialist teaching, facilities, resources and adult support.

All our students have social, emotional and mental health (SEMH) difficulties, including associated challenging behaviours. Many of the students that attend the school have additional special educational needs such as speech, language and communication difficulties, autistic spectrum disorder (ASD), attention deficit and hyperactive disorders (ADHD).

All students have Education Health & Care Plans (EHCPs), and almost all have medical conditions such as anxiety, depression, agoraphobia, foetal alcohol syndrome, oppositional defiant disorder, and autistic spectrum disorders. Some students are Looked After Children.

A high proportion of students have significant histories of childhood trauma and/or abuse and have often been out of education for long periods prior to enrolment (sometimes years). Students therefore require a caring and trauma informed approach to education in order to re-engage with learning and build resilience.

3. Values and Ethos

Future Education is committed to putting the needs of our students at the heart of our curriculum. We believe in providing a nurturing and supportive environment where students with diverse needs can re-engage with learning.

We recognise that *how* students learn is as important as *what* students learn. We believe that only through meaningful relationships of trust and understanding can we help students develop the wellbeing and confidence to learn and grow.

4. Aims

The aim of our curriculum is that students:

- Become successful learners who value their achievements and reach their full potential.
- Are able to recognise and make positive, safe, life-choices.

The curriculum therefore is intended to:

- Promote re-engagement in education
- Provide a broad and balanced education for all students
- Be flexible to meet the diverse needs of students through learning pathways
- Build on existing knowledge, skills and understanding
- Challenge students to achieve their potential
- Reflect the multi-cultural nature of society and build on British Values
- Inspire learning through Cultural Capital.
- Develop confidence, respect, and wellbeing
- Enable students to remain healthy and safe from abuse, criminality, radicalisation and extremism
- Prepare students for the next steps in their journey

5. The Curriculum.

The curriculum is the whole learning experience offered by the school which has been approved by the governing body. Our curriculum meets the requirements of the Independent School Standards paragraph 2 (2) (a) by ensuring that students experience the following types of education:

- Linguistic (listening, speaking, reading and writing)
- Mathematical
- Scientific (practical sessions taught within Science)
- Technological (digital skills and use of technology to support everyday life)
- Human & Social (interaction with their environment, geography)
- Physical (developing control, co-ordination, performance, health, fitness)
- Aesthetic & Creative (art, media and music)

The curriculum is designed to ensure that all students have access to English and Maths as a mechanism to enhance core literacy and numeracy skills. Along with independent reading and reading out loud sessions, 1:1 reading intervention for lower ability and the Abigail Steel phonics programme is used for very low ability and ESOL learners. A reading lesson has been timetabled for each group every week and this is delivered through liaison between the English lead and the SENCo.

The core offer includes Mathematics, English, Science, PSHE, Beliefs and Values, PE, ICT, Creative Arts and Humanities. Students are able to opt to study courses which lead to qualification, skill acquisition, increased confidence. These areas of study are further complemented with timetabled opportunities to develop cultural capital, social skills and confidence through an 'electives' choice. Some options and provisions are sourced on an individual basis to reflect the needs and interest of students. (*Appendix 1*)



In order to develop student spiritual, moral, social and cultural awareness topics are woven throughout many aspects of the educational experience. Students are specifically taught in PSHE and Beliefs and Values lessons, are stimulated to discuss and explore in form time using current news and events, are woven through many other subject areas where appropriate. British Values are specifically explored as content in Beliefs and Values lessons, and relationships and sex education forms part of the PSHE curriculum. Additionally, each ½ term we collapse the timetable for a whole school curriculum day.

This curriculum remains a crucial part of our whole school aims:

We have created a curriculum which allows our students to:

Become **Skilled** in making excellent, positive decisions about their learning, behaviour and well-being

Be **Kind** and experience kindness, learning to trust others and themselves

Know how **Important** they are to their community and that the world is a better place because they are in it.

6. Planning and Schemes of Learning (SOL)

Planning for learning uses the Future Education Lesson Rubric frame to support retrieval practice, recap of prior learning, introduce new learning through modelling and worked examples, intelligent practice to allow consolidation of new learning, review of learning and signposting next steps. (*Appendix 2*)

Curriculum overviews are in place to provide clarity on content to be delivered. These have been developed with careful consideration to the sequencing of content allowing learning to build upon prior knowledge and skills. (*Appendix 3 – example overview*)

Schemes of learning, having been mapped with due consideration to sequencing, provide clarity and include:

- objectives for learning within each topic, highlighting the knowledge and skills students are expected to develop
- methods of delivery
- resources to be used
- opportunities for assessing students' learning and progress
- adaptive learning
- Tier 2 and 3 vocabulary to be specifically taught
- Indicate how the skills and knowledge acquired relate to future career prospects

It is the teacher's role within the school, through implementing the school's curriculum policies and practices, to ensure they provide a variety of relevant experiences for children in the classroom that serve to develop knowledge, skills and understanding and enable children to value themselves as learners. Teachers will use careful planning to deliver the curriculum through lessons and learning opportunities which are engaging, challenging, have pace, rigour and direction for all students. Lessons are informed by assessment, and enable good progress and positive experiences.

7. Timetable

The timetabled learning divides the day into five, fifty-minute sessions and two fifteen-minute sessions which top and tail the day for form time (*Appendix 4*). There are scheduled breaks throughout the day between lessons



for students to use facilities and access refreshments. Students remain with their allocated groups during morning lessons which supports the formation of good relationships and a sense of belonging. Each student has their own timetable giving consistency and clarity of expectation. For afternoon study students work alongside students from different groups which allows the development of further social interactions.

8. Assessment and Feedback

Students are assessed using several layers. On entry all students complete TES Literacy Assessment Online and the Abigail Steel Phonics assessments, which allows a baseline to be established. Three assessment weeks are calendared across the academic year and data is collected allowing progress to be reported, analysed and tracked, informing intervention requirements. Students following an externally examined course in the final year will complete two sets of Mock Examinations. Teaching staff use ‘quality first teaching’ to continually assess progress within lessons and adapt accordingly in order to maximise progress.

Progress is reported using an internal system which describes the academic ‘Stage’ a student is working at followed by the degree of progress throughout that ‘Stage’. (*Appendix 5*) The movement from one capture to the next is collected. For example, if a student is assessed at C.2 at one data drop and C.5 at the next their assessed progress would be determined to be +3, this progress score would also be +3 if they have moved from A.1 to A.4. This information allow progress to be celebrated irrespective of attainment level which is extremely motivating for our students.

We provide Speech and Language assessment and therapy where needed, have access to Educational and Clinical psychologists to provide assessment information to inform our planning and progress tracking where appropriate.

In addition to receiving outcomes of any assessment and examinations, students receive regular feedback both verbally and written feedback in books. This process provides information to the students to record what they have done, how they have done and guidance on how to improve even further, including next steps. Additionally, it gives the student an opportunity to report and reflect upon their work and progress.

9. Therapeutic support

The school integrates therapists within the day-to-day delivery of the curriculum; we offer Music Therapy, Lego Therapy and Speech and Language Therapy. These enable students to develop important coping mechanisms and to tackle tough issues in creative ways whilst learning, and explores the management of feelings and emotions through a range of strategies.

Subject	ISS 2 (2)(a) type of education	Time allocation
Wellbeing Therapy	Therapeutic	50 min subject to referral
Lego Therapy	Therapeutic	50 min subject to referral
Speech and Language Therapy	Therapeutic	50 min subject to referral

10. English as an additional language

Baseline assessments are undertaken to measure the language competence of students with English as an additional language. This includes speech and language assessments to develop bespoke plans to accelerate the development of English speaking and writing skills to ensure access to the wider curriculum, and The Abigail Steel Phonics Programme. Plans can include additional support and adjustments such as: extra staff support in lesson, withdrawing students for 1-2-1 sessions to focus on basic language acquisition using appropriate EAL resources.

11. Accreditation.

See table below for awarding body. Accredited courses are continually under review and we seek to provide the best options possible to our students for supporting their continued development as learners.

Subject Area	Qualification	Awarding Body	Levels	ISS 2 (2)(a) type of education
English	GCSE English Language	IGCSE Cambridge National	Grades 1 - 9	Linguistic
	Functional Skills English	Edexcel	E1; E2; E3; L1; L2	
Maths	GCSE	Edexcel	Foundation & Higher Tier 9-1	Mathematical
	Functional Skills Maths	Edexcel	E1, E2, E3 L1 L2	
Biology	GCSE	AQA	Foundation & Higher Tier Grades 1 - 9	Scientific
STEM	GCSE	AQA	Grades 1 - 9	Scientific
PHSE	Unit award scheme	AQA	Unit awards	Human and Social
Religious Studies	Unit award scheme	AQA	Unit awards	Human and Social
Art	GCSE	Edexcel	9-1	Aesthetic and creative
Photography	GCSE	Edexcel	9-1	Aesthetic and creative
Media	Arts Award	Trinity College	Discovery, Bronze, Silver and Gold	Aesthetic and creative Technological
	Unit award scheme	AQA	Unit award scheme	
PE	Unit award Scheme	AQA	Unit awards	Physical
History	Unit award Scheme	AQA	Unit awards	Human and Social
Geography	Unit award Scheme	AQA	Unit awards	Human and Social

Home Economics	Unit award Scheme	AQA	Unit awards	Human and Social
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Occupational Studies

Subject Area	Qualification	Awarding Body	Levels	ISS 2 (2)(a) type of education
Construction	Occupational Studies	NCFE	L1 & L2 Award/Certificate/Diploma	Scientific
Motor Vehicle Valeting/Maintenance	Occupational Studies	NCFE	L1 & L2 Award/Certificate/Diploma	Scientific
Hospitality & Catering	Occupational Studies	NCFE	L1 & L2 Award/Certificate/Diploma	Human and Social
Design, Media & Technology	Occupational Studies	NCFE	L1 & L2 Award/Certificate/Diploma	Technological
Sport, Leisure & Tourism	Occupational Studies	NCFE	L1 & L2 Award/Certificate/Diploma	Physical
Hair & Beauty	Occupational Studies	NCFE	L1 & L2 Award/Certificate/Diploma	Aesthetic and creative
Employability & Personal Development	Occupational Studies	NCFE	L1 & L2 Award/Certificate/Diploma	Human and Social

12. Equality Act 2010

The curriculum is designed to learning related to the protected characteristics set out in the Equality Act 2010. These are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

In our planning we explicitly cover these characteristics primarily in both PSHE and Beliefs and Values lessons. Where appropriate these are also covered in the form time activities and across the wider curriculum. These approaches will deepen student understanding of these characteristics and encourage respect for those differences.

13. Spiritual Moral Social and Cultural development

At Future Education, we recognise that the personal development of students, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education with inbuilt opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their



social and cultural traditions and an appreciation of the diversity and richness of many cultures. This is embedded throughout all aspects of school life, during form time through Picture News, which has an SMSC matrix, and timetabled PSHE and Beliefs and Values lessons each week.

Future Education students also have access to home economics and life skills, which provide students with awareness of important information around bills, tax, negotiating mobile phone bill/insurance including questions about pensions and how to interpret a payslip.

14. Fundamental British Values

We promote 'British Values' through our Beliefs and Values lessons and SMSC education which permeates through the school's curriculum and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our students.

The fundamental principles of British life that we promote at Future Education include:

- Democracy – delivered through school council/form time activities
- The rule of law – delivered through enrichment activities/form time activities
- Individual liberty – delivered through PHSE/Beliefs and Values and enrichment activities
- Mutual respect, and tolerance of those with different faiths and beliefs delivered through Beliefs and Values lessons, enrichment activities/form time activities

We also deliver these through: student council process, trips to democratic institutions, discussions and debates on democratic processes (e.g. during national or local elections), presentations and workshops from local public/voluntary sector agencies, exploration of themes of discrimination and exclusion, democratic approach to rules and sanctions in the school, question of the week activities and so on.

15. Personal, Social, Health, and Economic provision

We teach PSHE as a discrete subject within 1 weekly lesson per group. Key topics may include, but not limited to: RSE E-Safety, Preventing Radicalisation and Extremism, Anti-Bullying, Relationships, Staying Safe, Careers, Fundamental British Values, Enterprise and Employment, and Health.

Students take an active part in running the school by joining the school council or taking a role in student leadership responsibilities.

16. Careers and transition

Careers Guidance is an important part of our curriculum design and delivery by all staff members ensuring students are supported and inspired not only with their career planning, but also to be spiritually reflective, independent and culturally aware individuals who will build resilience, confidence and awareness to pursue economic opportunities in their own community and beyond.

The planning and provision of careers as part of the school's curriculum follows the 8 Gatsby Benchmarks, and specifically ensures:

- Career education and guidance is implemented across the curriculum through PSHE, enrichment and through intervention with individual students by the Careers Leader. Students have access to bespoke



local, national and extra-curricular engagement activities which include engagement in onsite/offsite vocational learning activities and working alongside competent tutors in their discipline and who continue to work in the industry around their tutor roles. The vocational learning activities support and shape preparation, self-awareness and economic independence and their understanding of the world of work.

- An awareness of good quality future study options from a home and school perspective. Careers Leader provides students and parents with information around next steps for students within the Careers Update linked to the EHCP review and sends links relating to labour market information for parents to review about potential industries and jobs. Individual research can take place in school about inspirational career companies across core subjects and vocations of interest. Students have access to first hand industry knowledge from experienced vocational tutors (Mechanics, Construction, Hair and Beauty, Food and Catering and Music Technology). Parents are encouraged to talk about their own past/present roles at home and the importance of regular income to pay bills and information is provided to students about where to apply for apprenticeships/vacancies should they need to in the future.
- Staff make careers guidance available as a tool to refocus, inspire, motivate and develop stretch and challenge activities for young people at all stages of their career development.
- Students are exposed to relevant careers information in relation to the bespoke curriculum delivered at Future Education in relation to the Linguistic, Mathematical, Scientific, Technological, Human and Social, Physical, Aesthetic and Creative through the vocational onsite opportunities available, labour market information provided in their careers guidance interviews and through subject teachers regularly discussing links between their subject and industry. This is captured within subject teacher schemes of work, learning walks and a careers week within the school
- Provision of safe and meaningful work experience opportunities for Year 10 and Year 11 students through SEN specific simulated employer/training provider opportunities sourced directly by the school and supported where possible by Future Education vocational tutors. For younger students in Year 9 training providers, awarding bodies, voluntary and community trips and activities are introduced to encourage thoughtful career planning and early learning of work place cultures and potential employment available within local communities.
- All students have impartial careers information, advice and guidance from a qualified, careers professional. This allows reflective exploration and evaluation of personal and career status and the ability to plan and focus realistic targets to help cope with difficult home lives and low social capital.

17. Monitoring and Review

Delivery of the curriculum is continuously monitored and reviewed. Learning walks and lesson observations, work scrutiny, governor visits, teaching and learning team meetings, support processes and appraisal processes are used to monitor the implementation of the curriculum and the delivery teaching and learning within the school. Cross curricular meetings are calendared half termly for teachers to meet with the aim of discussing other subject topics and delivery within their subject.

The curriculum – and this policy – are reviewed regularly by senior leaders, and governors, with the input of staff at all levels. This is often undertaken in the spring and summer terms in order to accommodate the needs



of new referrals for the next academic year, and to enable time for staff training, recruitment, and allocation/acquisition of teaching and learning resources before the start of the next academic year when any changes come into effect.

18. Safeguarding

Future Education is dedicated to safeguarding the students and staff at the school. All staff follow the guidance of ‘Keeping Children Safe in Education’ and Future Education safeguarding policy, they observe behaviour, offer a listening ear, and report concerns to the DSL.

Linked Policies

- Relationships and Behaviour Policy
- Admissions Policy
- Whole School Attendance

Headteacher:	Debbie Edwards	Date:	18 th September 2023
Chair of Governing Body:	Daniel Childerhouse	Date:	18 th September 2023

Appendix 1 – Curriculum Offer

The Core Curriculum is studied by all students and includes the following:

Subjects	Number of Lessons per week		
	Foundation	Core 1	Core 2
English	3	3	3
Mathematics	3	3	3
Biology/STEM	2	2	3
PSHE	1	1	1
Reading	1	1	1
Beliefs and Values	1	1	1
ICT	1	1	1
Geography	1	1	1
Creative – music/art	2	2	-
GCSE Independent Study	-	-	1
Physical Education	2	2	2
Options/Cultural Capital/Electives	8	8	8
Total:	25	25	25

Students are often grouped by need; level of prior knowledge; past experience; ability, in order to secure the right provision for individuals.

Additionally, all students meet with their Form Tutors for 15min each morning where they follow a planned program:

Monday	Tuesday	Wednesday	Thursday	Friday
Welcome back and catch up	Independent Reading	Picture News	Question of the Week	Assembly

All students meet with their form tutors at the end of the day for 15min where they reflect on the day *'What have you done today that you have never done before?'* and participate in literacy and numeracy activities.

Options

All students make three selections:

Art & Design	Photography	Music Media
Home Economics	Construction	Home Economics
Project Improve	Hair and Beauty	Vehicle Valeting and Maintenance
Construction	PE Sports Leader	History
Spanish	German	Coding
Cooking	Politics	Table Tennis
Hobbies/Crafts	Fishing/Project Improve	

The following options, taken in any combination, lead to an NCFE qualification in Occupational Studies

Policies



Construction – painting, plastering, decorating and tiling	Motor Vehicles – motorbike valeting, maintenance and diagnostics	Hair dressing and Beauty
Design, Media and Technology – Music production and Radio presentation		

Additionally, some students access alternative provision driven by their interests and needs.

Electives

The following shows the variety of activities on offer as electives (*subject to time of year*)

Cooking	Football	Studio	Art
Photography	Board Games	Hobbies/Crafts	Fishing
Construction	Gardening (allotment)		

Appendix 2 - Lesson Rubric



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Future Education Lesson Rubric

Retrieval Practice:	<i>3 – 5 questions remembering facts/vocabulary/approaches/skills involved in the wider subject knowledge from past learning (does not need to relate to current lesson)</i>
Recap:	<i>What we did last lesson.</i>
New Learning:	<i>Introduce learning for today. Modelling/worked examples</i>
Intelligent practice:	<i>Student practice skills/knowledge to consolidate new learning. Stage 3 and 4 could happen repeatedly during a learning session.</i>
Review/next steps	<i>Assess what has been learned using AfL techniques/give and go through solutions to problems/discuss what will follow.</i>

Appendix 3 – Curriculum Overview

An example of a curriculum overview for English Entry Level course

Autumn											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Dictionary & Thesaurus Skills	Implicit & explicit information	Explicit - Skim, scan & close read	Implicit - Retrieving	Evidencing Implied meaning	Summaries - Understanding and identifying information	Summaries - Transforming facts into continuous writing	Language Devices	Language Devices	Writers' effects	Writers' effect - Structured answer	End of term Reading Assessment
Spring											
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Creating a role	Character Variety	Character variety	Letter writing	Speech writing	Speech writing	Journal writing	Transcript Writing	Transcripts	Article writing to inform	Article writing to entertain	End of term writing assessment
Summer											
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Language devices revision	Language devices revision	Creative writing - Descriptive using the senses	Creative writing - Descriptive techniques	Creative writing - Descriptive write ups	Creative Writing - Narrative structures	Creative Writing - Narrative planning	Creative writing - Narrative writing from visual stimulus	Creative Writing - Narrative writing from written stimulus	S&L Presentation/Talk - Techniques and questioning	S&L Presentation/Talk Preparation	S&L Presentation/Talk Assessment. End of term Creative writing assessment

Appendix 4 – School Day

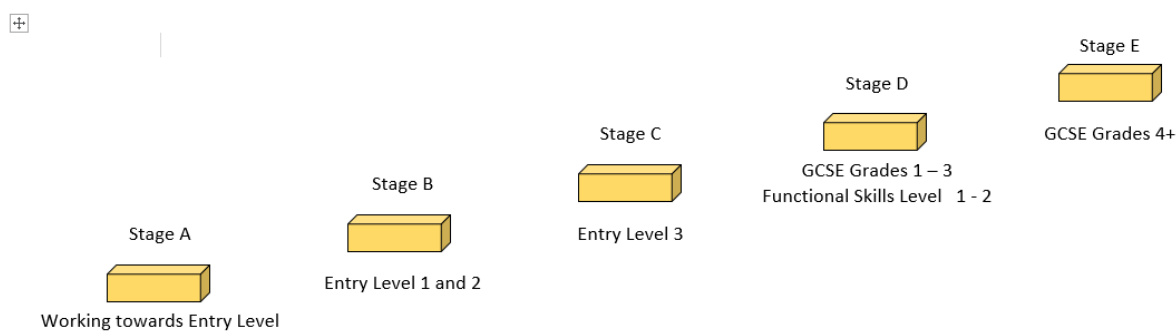
	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival	Breakfast in Room 8 (Break Room)				
Tutor time 08:45 - 09:00	Mindfulness	Independent Reading	News	Question of the week	Assembly
Period 1 09:00 - 09:50					
Break 09:50 - 10:00	Time to use the toilet/have a drink of water/move to next classroom				
Period 2 10:00 - 10:50					
Break 10:50 - 11:00	Time to use the toilet/have a drink of water/eat a snack from Room 8 /move to next classroom				
Period 3 11:00 - 11:50					
Lunch 11:50 - 12:30	Have lunch in Room 8 (Break Room)/play outside/participate in board games club				
Period 4 12:30 - 13:20					
Break 13:20 - 13:25	Time to use the toilet/have a drink of water/move to next classroom				
Period 5 13:25 - 14:15					
Tutor time 14:15 - 14:30	Group Reading	Group Reading	Group Reading	Group Reading	Group Reading
Depart 14:30	Wait for taxis/walk home/chat to staff/have a lovely evening!				

Appendix 5 - Assessment Data

Future Education Attainment Stages



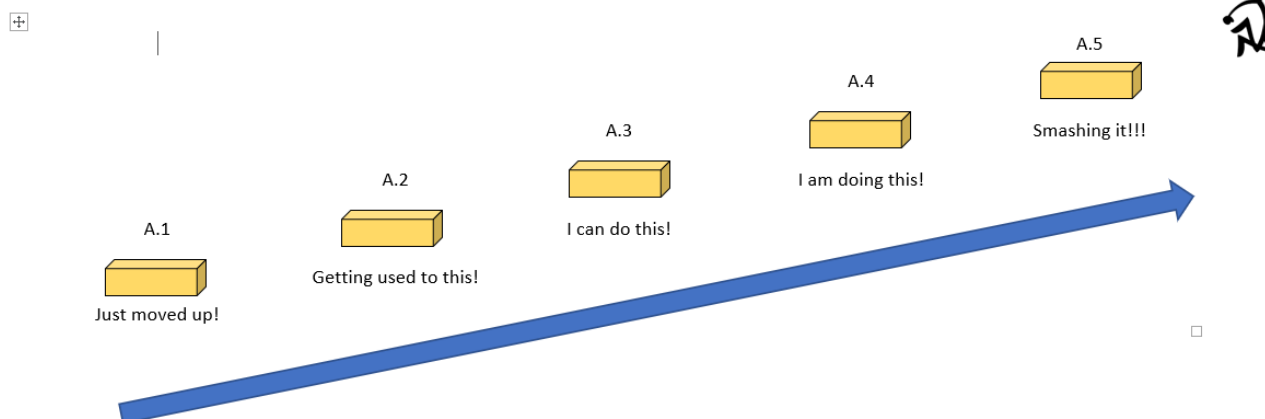
Students at Future Education will be assessed when they join the school in order to acquire baseline data. This, along with any transfer information or past data will help teachers to select the correct attainment stage for the students to be working through. The stage could be different for different subjects. Students are able to move through attainment stages if appropriate to experience greater challenge. Progress through a stage is assessed and reported at the end of each term.



Future Education Progression



Students at Future Education will be assessed within an Attainment Stage to show the Progress they are making in their learning to move towards the next Stage. This will be celebrated at the end of each term.



Each term staff will assess the students as to where they are within an Attainment stage and this will be recorded. Progress from one reporting session to another will be measured for each individual and celebrated accordingly.

Example of tracking of data:

Group	NCYG	PP	LAC	Baseline Data							Assessment Data - Term 1															
				English		Maths		Science			English		Maths		Science		PSHE		Art		Music		ICT		B and V	
				Baseline	Target	Baseline	Target	Baseline	Target	Reading Age	Assessment	ATL	Assessment	ATL	Assessment	ATL	Assessment	ATL	Assessment	ATL	Assessment	ATL	Assessment	ATL	Assessment	ATL
B	9	N		100	5.1	100	5	99	4	14		2	D.3	2			C.3	2	C.4	2	B.2	3	C.3	1	B.3	2
B	9	N		87	3.9	103	5	93	4	14.07	C.2	3	D.2	3			C.3	3	D.1	3	C.2	2	C.4	3	-	-
B	9	Y		69	2.3	82	2			5.1	B.1	2	D.2	2			C.1	2	C.4	2	B.3	2	C.1	2	B.2	3
B	9	Y	Y	69	2.3	79	2	69	2	8.1	C.1	1	D.1	1			B.3	1	C.4	1	C.2	1	C.3	1	B.4	1
B	9	Y		72	2.5	96	4	87	3		B.2	3	D.2	3			B.2	4	C.3	3	B.1	4	C.3	1	B.2	3
W	9	Y		82	3.4	69	1			17	C.2	3	D.2	3			B.2	4	C.3	3	B.3	2	C.2	3	B.2	4