



Curriculum Intent:

At Foxfields our curriculum intent is as follows:

'A tailored curriculum designed to prepare our pupils to be confident and successful individuals who make outstanding progress and are prepared for life after school.'

Curriculum Implementation

At Foxfields we provide our pupils with a tailored curriculum in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra curricular activities that the school organises, to enrich the experience for our pupils.

We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge and skills, so that they achieve their true potential and are prepared for life after school.

At Foxfields, we believe that all pupils have the right to access a stimulating and enjoyable curriculum which includes:

- Breadth of learning areas and experience
- Clear sequential nature of each curriculum
- The ability to respond to feedback regularly through hinge questions and ACE's lessons
- Relevance to the pupil's experience, aptitude and interest
- Adaptive teaching to ensure all pupils make progress through a variety of teaching styles to ensure high quality learning.
- Relevant and timely academic interventions.
- Progress and continuity that is flexible, rather than prescribed
- Opportunities to promote spiritual, moral, social and cultural development
- Opportunities to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs

KS4 Implementation:

At Key Stage 4, pupils will work towards their academic outcomes that are relevant for their pathway. The focus will shift towards outcomes and future ambitions. All pupils access our core

subjects of English, Maths, and Science at GCSE level and a Functional Skill Level. Pupils also can access our foundation subjects in Computing, PSHE/RSE, and Physical Education. The curriculum offers options ensuring breadth to the Key Stage 4 curriculum offer. In line with the national curriculum our Key Stage 4 options offer a variety of subjects from the Arts sector to Humanities and Technology, giving the pupils access to a quality and broad offer to succeed. Pupils select an option subject block and will follow a two-year programme of study prior to external examinations or portfolio submission. All pupils at Foxfields Academy will have the opportunity to receive accredited qualifications at the end of Key Stage 4 to support their successful transitions onto Post 16 education, training, or employment.

ACE's (Assessment, Completion and Extension)

Every pupil completes an ACE's lesson each week. This gives the pupil a chance to respond to teacher marking and feedback and catch up on any missed learning opportunities.

These could be as follows –

Assessment – Pupils can assess their own work and then improve upon this.

Completion – Pupils have the ability to catch up on any missed work.

Extension – Pupils will be provided with the opportunity further enhance their knowledge of a particular topic.

Following research by the EEF, we use purposeful and responsive marking to ensure pupils can focus on moving learning forward. Click on the link below for more information from the EEF.

https://www.foxfields-cit.co.uk/wp-content/uploads/2023/01/Effective_Feedback_Task__Subject_and_Self-regulation_Strategies.pdf

Emotional Regulation and Wellbeing

Pupils emotional regulation will play a key role in ensuring that they are prepared for life after school. The curriculum at Foxfields provides additional time on activities such as Theraplay and mindfulness in order to support pupils to regulate their behaviours and develop skills to enhance their mental wellbeing not only now but in their future.

Enrichment/Forest School

At Foxfields we understand the value of outdoor learning in preparing pupils for life after school. Our enrichment programme provides the opportunity for pupils to learn outside of the classroom. Activities can range from local nature walks through to rock climbing and canoeing. On site at Foxfields we have the benefit of our own woodland area and pupils are able to access forest school sessions. These sessions support pupils in developing confidence, creativity and leadership.

Therapies

Alongside the curriculum offer, we feel it is vital to provide pupils with a variety of therapies to support them in their individual development as well as curriculum access. Therapy sessions take place throughout the day, which are invaluable in providing the enhanced provision required to support our pupils.

Curriculum Impact:

Aims:

Pupils engage in learning consistently

All pupils make progress from their individual starting point and baselines are to measure success in learning

Develop pupils social, emotional and mental health

Delivery of a broad and balanced curriculum that is appropriate for our pupils

Pupils are prepared for the next phase in their education and are prepared for our KS4 Curriculum

Support pupils to make positive choices regarding their future and next steps in education.

All pupils leave Foxfields Academy with a qualification in Maths and English.

How we measure Impact

Observations of teaching and learning through learning walks, pupils voice, attendance, quality assurance processes

Analyse pupil progress from data pulls throughout the year, quality assurance processes and IEP targets achieved. Pupil voice, Behaviour data and SPOT assessment.

Observations of teaching and learning through learning walks, quality assuring curriculum maps, work analysis and lesson drop ins

Analysis of data drops through the academic year. Baseline assessments give rationale to predicted GCSE/Functional Skills results. Pupil Voice Behaviour Data Progress evident during learning walks IEP Targets achieved

Complete Gatsby Benchmarks Successful transitions to post-16 education, employment, or training. Careers advice and post-16 application completion.

Analysis of results and outcomes.