



## FOUNDRY COLLEGE

### CURRICULUM POLICY AND STATEMENTS (to be read in conjunction with British Values Statement)

#### Document Control Information

Version	DATE	DESCRIPTION
1	27/01/2013	Created by Mary Rome
2	23/09/2014	Complete overhaul of existing policy
3	16/10/2015	Rewrite of policy to bring in line with new curriculum
4	12/12/2016	Update and incorporate curriculum statements
5	01/11/2017	Refresh KS4 curriculum qualifications
6	10/09/2018	Refresh of KS4 curriculum and additions to primary curriculum statement

Reviewed	10/09/2018
Responsibility	Iain Thomas
Committee	Teaching & Learning
Review Date	Sept 2019
Signed	Suzanne Richards

## **Aims and Objectives**

**At Foundry College we aim to deliver a relevant, broad and balanced curriculum which**

- recognises and values the qualities and abilities of each individual
- promotes the social, moral, cultural, emotional, academic and physical development of each pupil
- prepares our pupils for the opportunities, responsibilities and experiences of life Post 16 by becoming successful learners, confident individuals, effective contributors and responsible citizens

**The Foundry curriculum provides opportunities for each pupil to:**

- develop literacy, numeracy, ICT and oratory skills
- develop communication skills
- develop self-confidence and self esteem
- develop emotional literacy skills
- develop social skills
- develop “Cultural Capital”
- develop cooperative skills and a mutual respect for the needs and rights of others
- develop leadership skills
- promote self-discipline
- develop intellectual challenge
- develop high expectations
- acquire the knowledge and skills relevant to adult life, employment and constructive leisure time
- develop skills to be resilient and manage difficult situations well
- develop creative and practical skills and interests
- have access to appropriate learning experiences, which will ensure that, where appropriate, reintegration into mainstream education remains a possibility

We recognise that social, emotional and behavioural skills are key skills for learning, life and work. Readiness to learn and ongoing positive relationships and conduct depend upon social and emotional wellbeing. At Foundry College, health and wellbeing across learning is a responsibility for all, with social and academic learning merged across the curriculum.

Discrete teaching opportunities that support emotional and social competence and wellbeing have a wide range of educational and social benefits, including greater educational and work success, improved behaviour, increased inclusion, improved learning, greater social cohesion and improvements to mental health.

The Foundry College day begins with a tutor period which includes breakfast and the morning ‘scaling’ session. This not only ensures that the pupils’ basic needs are met but also helps to build the Foundry family and develop their SMSC experience. This fulfils the pupils’ need to belong, feel significant and have fun, as well as building trust and setting a positive tone for learning. We strongly believe that an environment that enhances competence and wellbeing is one that also fosters warm relationships, encourages participation, develops pupil autonomy and insists on positive conduct and high expectations.

All pupils follow a weekly mentoring programme which at secondary level is based around “Successful Lives”, the resilience, employability and personal development curriculum. Primary pupils follow “Jigsaw”, the mindful approach to PSHE, encompassing emotional literacy, social skills and spiritual development.

**In providing such experiences, the staff at Foundry College will:**

- be aware of the role models which they themselves provide for the pupils
- value the home lifestyle, culture and circumstances pertaining to the individual pupil
- encourage parents and other community members to share in the life of the Foundry Family
- ensure that cross-curricular links are planned where appropriate
- ensure that the curriculum will be suitably differentiated and of high quality for all pupils
- provide opportunities for pupils to reflect on their experiences in a way which develops their spiritual awareness and self-knowledge
- encourage pupils to relate positively to others, take responsibility, participate fully in the community, and develop an understanding of citizenship
- teach pupils to appreciate their own cultural traditions, including British Values and the diversity and richness of other cultures
- support the curriculum with a range of external activities, trips and visits by external speakers
- ensure that pupils' performance within the curriculum will be properly assessed in accordance with College's policies
- ensure that teaching meets the pupils' SEND needs in line with the SEND policy

**The Headteacher and Senior Leadership Team will:**

- ensure where possible that staff use their individual skills and expertise to provide breadth and depth to the curriculum
- make available appropriate resources, from the College's delegated budget in support of the curriculum
- ensure that proper training for teaching staff is made available to secure high quality teaching and learning
- ensure that College's achievements within the curriculum will be reported to parents as required by the Colleges reporting policy
- ensure that the curriculum is enhanced by additional learning experiences such as work experience, link courses at FE college, challenge days and residential experiences where appropriate

## Appendix 1 - Primary Curriculum Statement

### 1. Introduction

The Foundry Primary Curriculum is broad, balanced, relevant and challenging. It reflects the needs, interests and abilities of our pupils. It meets the requirements of the National Curriculum, using the Chris Quigley School Essentials, which allows for a creative approach to learning. Foundry recognises that some children require a period of stability, allowing them to acquire skills for learning and self-regulation strategies. Our teaching methods recognise the need for pupils to acquire essential characteristics of good learners, such as independence, resilience and reflectivity. This is achieved by including areas such as Personal and Social Development and Health Education and by placing an appropriate emphasis on the development of communication, in its widest sense, across the curriculum.

### 2. Organisation and Planning

All pupils follow an induction process to produce baseline assessment material which provides pupils with a personalised learning journey, ensuring that their time at Foundry supports their educational and emotional needs. We use a range of assessment tools to inform teaching, including:

- GL Assessment Spelling and Reading
- Lexia – Literacy and Reading
- Salford / Vernon
- ARE Assessments (eg Twinkl, Math's Seeds)

These assessments, which are repeated termly, allow teachers to formulate individual learning plans, and set specific, measureable, achievable and realistic targets.

### 3. Curriculum

At Foundry, we believe that subject knowledge is not always learned in isolation and teaching therefore combines curricular areas linked together by a common topic. Where subjects are taught in isolation, links are drawn out and emphasised. Both methods enable pupils to apply knowledge, skills and understanding taught in one context in a new area, thereby allowing pupils to become more reflective in their learning and develop their problem solving skills.

Core Curriculum	Topic Based Curriculum	Example Topics
English	ICT	Geography - Earthquake, Zones and Volcanoes
Maths	History	History - Achievements and Legacies
Science	Geography	Geography – Rainforests / Australia
Religious Education	Art	Geography Eurovision
PSHE	Design and Technology	History - The Arts
PE	Music	D & T - Artbot and other electronic challenges
	Modern Foreign Language	Space and Beyond

### **English & Maths**

English (literacy) and Maths (numeracy) are taught both as discrete subjects and cross curricular. Phonics, guided reading and focused sentence level work may be taught outside the normal English lesson. English and Maths are at the heart of curriculum planning so that subject matter from other curriculum areas are available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English and Maths.

### **Information & Communication Technology**

ICT is used and taught in a variety of ways. Specific ICT skills are taught in discrete ICT lessons, however, the majority of ICT teaching takes place using a cross curricular approach.

### **History and Geography**

History and Geography are taught mostly through topics using a cross curricular theme-based approach. These subjects allow children to consolidate basic skills learnt in English and Maths and where possible, cross-curricular links are also made with Art and Design Technology.

### **Science**

Science is delivered through discrete weekly lessons by a specialist as well as being part of a theme where appropriate. Investigation skills are a key part of the science curriculum and are given a high priority in lessons.

### **PSHE/RSE**

The Jigsaw Scheme for learning is used to deliver an age appropriate PSHE (Personal, social, health and economic education) and SRE (Relationships and Sex education) in which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. We provide opportunities for pupils to develop an awareness of themselves and others as individuals thus promoting mutual respect and understanding.

### **Religious Education**

During morning scaling and whole school assemblies, we aim to promote spiritual awareness and to develop personal responses to issues regarding beliefs, attitudes and values. Pupils have the opportunity to experience the rich variety of cultures that make up our society through discreet learning opportunities which allow them to:

- gain insights into the customs and beliefs of the major world religions
- explore the role played by features common to many religions e.g. religious texts, stories, places of worship and celebrations
- contemplate and discuss moral and philosophical issues including P4C opportunities

### **Art / DT**

Art and DT is taught as part of a cross-curriculum approach, focused on developing a progression of artistic skills whilst learning more about their topics. For example, studying Aboriginal art during an Australia topic and recreating 3D models of famous Australian landmarks.

### **Music / Modern Foreign Languages**

These subjects are taught within the context of a topic, to make experiences more meaningful and to provide children with a real context for learning.

### **PE**

Weekly provision is based on the individual needs of our pupils.

## Appendix 2 - Secondary Curriculum Statement

### 1. Introduction

The pupils who attend Foundry College display a wide range of social, emotional and mental health needs which, by their very nature, can affect their progress. The college therefore provides a flexible academic curriculum that addresses all areas of pupil needs and supports the holistic ‘hidden curriculum’ or Foundry Curriculum. All pupils study English and Maths. In addition, pupils select other available options in response to their specific interests.

The academic curriculum at Foundry College intends to promote learning and personal growth. It includes not only the formal requirements, but also a range of vocational and placement activities that the College organises, both onsite and with outside agencies, in order to enrich the experience and address the challenges faced by the pupils. We aim to teach the pupils at Foundry College positive, responsible attitudes developing knowledge and skills, including social and basic life skills, so that they may become contributory members of the extended community.

### 2. Organisation and Planning

Subject plans address aims and objectives and long term plans, with particular consideration of the needs of young people with social, emotional and mental health needs difficulties in a diverse society. Long term as well as medium term plans are reviewed regularly in line with current curriculum changes and the changing needs of the college population.

### 3. Qualifications on offer through the College 2018-2019

Subject	Exam Board	Qualification
Functional Skills English	Edexcel/Pearson	Level 1 & 2
English	WJEC	GCSE
Functional Skills Maths	Edexcel/Pearson	Level 1 & 2
Maths	Edexcel/Pearson	GCSE
Core Science	AQA	GCSE
Biology / Human Biology	AQA/ Edexcel/Pearson	GCSE/IGCSE
Chemistry	AQA	GCSE
Physics	AQA	GCSE
History	OCR	GCSE
Geography	Edexcel/Pearson/ AQA	GCSE
Cookery	NCFE	NCFE Level 2
Functional Skills ICT	Edexcel/Pearson	Level 1 & 2
Citizenship	AQA	GCSE
Home Cooking	Edexcel/Pearson	BTEC Level 1 & 2
Health and Social Care	Edexcel/Pearson	GCSE
Creative Craft	NCFE	NCFE Level 1 & 2
Occupational Studies in the Workplace	NCFE	NCFE Level 1 & 2
Beauty Therapy	CITY & GUILDS	Level 1
Vehicle Maintenance and Repair Diploma	CITY & GUILDS	Level 1 & 2
Vehicle Maintenance and Repair Certificate	CITY & GUILDS	Level 1 & 2
Construction	CITY & GUILDS	BTEC/City & Guilds Level 1
Sport	Edexcel/Pearson	BTEC Level 1 & 2
Business and Enterprise	NCFE	NCFE Level 1 & 2

**English and Maths**

We have developed a fully comprehensive curriculum framework which meets the requirements of the latest GCSE English and Maths specification updates and is taught as both discreet subjects and cross curricular.

We have developed our schemes of work across Key Stage 3 and review them at the end of each academic year, ensuring that any necessary modifications are made. Our curriculum continues to ensure that the student's learning is both meaningful and benefits from a specific focus on the core requirements of the English and mathematics curricula.

At Key Stage 3, the English classes are set according to ability and we teach to National Curriculum requirements, following the recommendations of the National Literacy Framework. The Maths classes are also set according to ability and we teach to National Curriculum requirements, following the recommendations of the National Numeracy Framework and meeting the GCSE recommended requirements.

At Key Stage 4, all students throughout the ability range are entered for both English Language and/or English Literature. The Year 11 cohort will follow the WJEC Specification covering skills in understanding and producing non-fiction and fiction texts including 19<sup>th</sup> Century text. All students throughout the ability range are also entered for GCSE Maths. The Year 11 cohort will follow the Edexcel/Pearson Specification either at foundation or higher level.