

Whole School Curriculum Policy

INTENT IMPLEMENTATION AND IMPACT



Approved by: Diane Anderson

Last reviewed on: November 2023

Next review due by: October 2025

FreshSteps Independent School

Curriculum Design

Curriculum Intent Statement

FreshSteps Independent School provides an alternative and adapted curriculum for pupils with special educational needs. We recognise that many of our pupils have faced challenges in their education prior to their arrival at FreshSteps, which have severely impacted not only their progress but additionally their social, emotional and mental health. There has also been the added challenge of COVID-19 and the impact this has had on the well-being and learning of ALL our pupils.

It was therefore necessary to continually update our curriculum to ensure it meets the pupils varying needs to promote a healthier wellbeing state of mind since the pandemic

We provided a broad and varied curriculum that develops academic skills, creativity and behaviour and social skills throughout the pandemic and continue to do so. In many cases it is necessary to focus on the later to improve academic achievement.

To this end, due to the impact of COVID the curriculum is flexible and personalised to meet the needs of the individual at the point at which they arrive. FreshSteps provided live online based learning in ALL subject areas during the Pandemic including fitness/PE. It was important that we tried to keep things as 'normal' as possible. At times this may mean pupils 'off-timetable' and put in an additional therapeutic environment within the school - the wellbeing room or pastoral care where they can access Lego therapy, time out, and further support. As part of our extended well-being curriculum we introduced a new football team where pupils would socialise and play matches with other schools and we also for the first time had a Easter and summer scheme where pupils attended and the DFE funded.

The curriculum is designed to provide an environment where pupils can reengage with learning. Our pastoral support systems empower pupils with the skills required to overcome barriers and promotes a love of learning is evident across the curriculum.

At FreshSteps, we recognise the importance of developing core skills in reading, writing, communication, science and maths. We understand that these skills are fundamental to learning. Furthermore, many of our pupils arrive performing below their expected ability. As such, the intervention programmes featured across the curriculum are targeted, rigorous and impactful.

When planning the curriculum FreshSteps recognised that pupils learn best when activities are varied and tailored to meet their specific needs We aim to develop pupils who love the challenge of learning, are resilient and curious, and these qualities should not be hindered by pupils starting points.

Our curriculum is designed to support pupils in developing the knowledge and skills they need to function effectively in the community and succeed in future life. To this end, the curriculum provides specific learning days and enrichment activities where pupil's learning focuses on topics such; voice provide a platform where pupils learn to take responsibility for their school community and participate in decision making. The curriculum also has considered staff needs and ensures training and support has been accessible.

Principles:

- Provide an alternative personalised curriculum accessible to all
- Provide a Covid 'catch-up' programme throughout the year
- Provide a well-being programme to support all
- Learning and teaching is ambitious and raises attainment for all pupils regardless of their starting points
- Prioritise reading, writing, communication science and maths across the curriculum and use targeted interventions to narrow gaps.

- Provide activities and interventions that support pupils in the use of strategies that will enable them to improve their behaviour
- Develop pupil's creativity and artistic knowledge
- Embed sports as part of the curriculum to promote pupils, social, emotional and physical development
- Develop pupils socially, morally, culturally and spiritually as members of the school and wider community in modern Britain
- Prepare pupils for the next phase of learning and adult life.
- Promote and emphasis wellbeing, healthy living and safety.
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Covid Catch-up- during the day and afterschool, Easter and Summer holidays

The pandemic has had a real strain on our pupils learning and emotional wellbeing, it has been very challenging to settle pupils back into the classroom environment where they were once thriving.

The intent of the Covid-catch-up curriculum is to help bridge learning gaps post covid-19 where pupils missed out on so much face to face education, although we did on-line **live** learning daily, this included PE. Covid had a real impact on the wellbeing of our pupil and-mental health was at an all-time high.

Pupils will do a range of interventions: Reading, spelling Exam catch-up, Easter University, Handwriting and Fitness

The first time this year we did a summer school which was well attended, this combined blended learning od in class and social emotional wellbeing learning. Early in spring we will be added early social intervention afterschool clubs. i.e. we are collaborating with other schools for interschool football competitions. We hope to get as much of our after school based activities up and running as soon as possible.

Since Covid-19 we have introduce Outstanding 'Online' learning resource. In English/Literacy science and maths. Not All pupils since Covid have or had the mentally ability to re-join pupils within the classroom this became challenging in terms of being back into a routine. The '**early**' recognition of this, that some pupils will now learn differently and still be engaged has been the success in keeping pupils engaged and in school. Having the Online learning tools that supports our Core Subjects has been a success to this. I

information on Prodigy, Seneca and Reading eggs can be found in the folder.

Implementation

The school is currently organised into 8 teaching groups:

- One key stage 1 class
- Two key stage 2 classes
- Three key stage 3 classes
- One key stage 4 Class
- Vocational Year 11 group
- Post 16 class

Differentiation & Personalisation

FreshSteps seeks to ensure that an alternative curriculum is delivered, and lessons are well planned, engaging and challenge all pupils regardless of ability. The school is flexible in its approach to group pupils by aptitude, believing that one size does not fit all. Staff use a variety of approaches to differentiation, ensuring pupils individual progress is maximised and individual progress is maximised, and individual needs are met. Enrichment activities and collaboration is tailored towards individual pupils needs, aptitude and abilities regardless of disabilities.

Primary Phase – Key Stage 1 & 2

At the primary phase teaching and learning focuses on developing literacy and numeracy through daily phonics interventions, guided reading and mathematics programmes (Power Maths scheme).

The primary phase uses the rising stars literacy intervention scheme, power maths to boost attainment. FreshSteps uses ICT based resources such as Reading Eggs, Mathletics and Prodigy to aid learning.

Pupils are also taught Science, Relationships and Health Education, DT and ICT. The use of ICT is embedded across all subjects in the Primary phase. The primary phase uses PLAN BEE science as part of our improvement plan to attainment in science.

Wellbeing healthy living and safety are taught and promoted through Science, Relationships and Health Education and ICT, as well as during play activities.

In line with the update RSE guidance Pupils learn about relationships focusing on; Families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. At the primary phase sex education focusing on preparing boys and girls for the changes that adolescence brings and how a baby is conceived and born.

Local outdoor spaces are used daily to engage pupils in structured play.

PE lessons taught by our PE coordinator and school-based mentors are differentiated to meet the needs of all pupils. Primary pupils also attend weekly boxing and horse-riding sessions.

Year 6 transition

At FreshSteps we understand that it is vital to appropriately prepare pupils for the next phase of learning and development. Therefore, pupils in year 6 undertake a period of transition to the Secondary phase which takes place during the summer term. They learn about the changes, challenges and joys of the next phase. This includes periods spent experiencing the secondary teaching curriculum, sharing social spaces and activities. During the transition pupils are supported by the whole school community, including parents who are kept informed of pupils' progress.

Secondary Phase – Key Stage 3 /4/5 and 6th form

Tutorial programme:

The tutorial programme was set up in September 2022 through the need of Covid catch-up and emotional well-being programme. Pupils needed to have a social interaction safe space with a known adult who could address any concerns in the morning or throughout the day.

Each year group have a tutor who they meet at 9am every day until 9:30am. Equipment will be checked and concerns address. There is also a black history curriculum during this time and other SMSC fun and informative activities.

This would enable for pupils to have a better start to the school day as we were finding we were addressing these concerns in the first lesson, pupils were coming to school hungry, stressed. These issues could now be easily identified and picked up.

English

In English, FreshSteps places a strong emphasis on equal opportunity and providing an environment in which all pupils are encouraged to become independent in their thinking and the expression of their ideas. The three main components of speaking and listening, reading and writing are taught independently and students are expected to take responsibility for their learning, as individuals and as part of a team. Teaching and learning takes place in a collaborative environment of stimulating interactive lessons and enrichment activities. Pupils read a range of text which debate moral and ethical issues and study cross-curricular themes with Science and PSHE.

Pupil will learn how to:

- Demonstrate skills in speaking, listening, reading and writing that are necessary to communicate with others confidently, effectively, precisely and appropriately.
- Express themselves creatively and imaginatively.
- Become critical readers of a range of texts.
- Use reading to develop their skills as writers.
- Understand the patterns, structures and conventions of written and spoken English.
- Understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity.
- Select and adapt speech and writing to different situations and audiences.

Facilities are designed to support a fun hands-on approach to English. These include a wide range of highly visual and interactive resources, some of which are ICT based.

English teaching and learning is enhanced by:

- Educational trips for all key stages
- After school and Holiday revision sessions
- Saturday School exam preparation
- Literacy Clubs
- Homework Clubs
- The use of online programmes such as BBC Bitesize and Reading Eggs

Pupils in upper key stage 3 will follow Entry level Functional Skills.

At key stage 4 and post 16 pupils will follow Functional Skills levels 1 – 2 or GCSE specifications for the AQA examination board, depending on their ability

Additionally, pupils at **post 16** can follow English or literacy related ASDAN courses and/or AQA Unit Award Scheme certificates.

Mathematics

FreshSteps provides a mathematical environment in which a pupil may reach his or her maximum levels of achievement and understanding. Pupils are helped to develop an appreciation and enjoyment of mathematics as a subject, thus enabling future progression in the subject.

Pupils in upper key stage 3 will follow Entry level Functional Skills. **At key stage 4 and post 16** pupils will follow Functional Skills levels 1 – 2 or GCSE specifications for the AQA examination board, depending on their ability and AQA Unit Award Scheme certificates.

Additionally, pupils at **post 16** can follow Maths related AQA Unit Award Scheme certificates. The unit award scheme allows pupils who are low/medium ability to prepare for GCSE or to gain skills for independence.

Facilities are designed to support an interactive approach to mathematic, this includes the use of ICT which is a strong feature in the math's department.

Mathematics teaching and learning is enhanced by:

- Educational trips for all key stages
- Maths club and competitions
- After school and Holiday revision sessions
- The use of online programs such as BBC Skill wise, Maths, BBC Bitesize, Cool Math, Kahoot and Prodigy.

Financial Literacy programme

Our intention is essential to everyday life, critical to science, technology, and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject (National Curriculum, 2014). At Freshsteps, we aim for children to develop the

mathematics skills and understanding required for later life, but also to foster an enthusiasm and fascination about Maths itself. We aim to increase pupil confidence in Maths so they are able to express themselves and their ideas using the language of maths with assurance. Teaching is underpinned by a belief in the importance of Mathematics and that the children can succeed in learning mathematics in line with the age-related expectations for their current year group. They should have the opportunity to deepen their understanding by tackling challenging and varied problems rather than extend with new learning. In class, we promote questioning and curiosity about mathematics. The main aim is for pupils not only to become fluent in the fundamentals of maths and be able to reason and use problem-solving skills but also not to be scared about "talking maths". We will try to eradicate the misconception that "maths is difficult and that it is another language I can't speak." We intend to achieve this by taking aspects of the unit awards and combining it with concrete and "real maths". This supports the Dot Dot Fire Money Wise Lessons curricula. It is a Money Wise Game to teach financial and digital literacy to KS2, KS3 and KS4 pupils. This will ensure that Maths is "REAL"; pupils can relate to it in everyday life and apply mathematical knowledge to problem-solve rather than teaching maths to pass an exam. The curriculum is designed to incorporate the National Curriculum for Maths aims.

The Money Wise Lessons is a 10-lesson game-based financial literacy curriculum that teaches core money and consumer skills to pupils.

Science

In Science pupils are taught to understand the nature of the changing world in which we live.

Teaching and learning in science aims to equip pupils with the fundamental skills required to function in everyday life as well as instilling a sense of responsibility to our environment through the exploration of ethical, cultural and moral issues. FreshSteps aims to develop in pupils a curiosity about the scientific skills required by; engineers, chemists, doctors, computer scientists, physicists and other specialists who contribute to the world's future.

At Key stage 3 our schemes offer an alternative science programme that supports the aims of the National Curriculum:

- Pupils develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Pupils develop understanding of the nature, processes, and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Facilities are designed to support an interactive approach to science; this includes the use of ICT which is a strong feature in the department.

Pupils in upper key stage 3 will follow Entry level Functional Skills. **At key stage 4 and post 16** pupils will follow Functional Skills levels 1 – 2 or GCSE specifications for the AQA examination board, depending on their ability and or AQA unit award scheme

Additionally, pupils at **post 16** can follow Science related AQA Unit Award Scheme certificates.

Science teaching and learning is enhanced by:

- Science Practical's
- Group activities
- Science quizzes for assessments
- Making use of the wider community for field trips and Ecological studies
- Educational trips (Science Museum, Coca-Cola factory)
- Science club
- After school and holiday revision sessions
- The use of online programmes such as BBC Bitesize and Kahoot

Design and Technology

Studying design and technology at FreshSteps makes an important contribution towards the pupils' preparation for living in a contemporary, changing and multi-cultural society. Furthermore, it enhances their understanding of the world of manufacturing and its impact on the environment.

At Fresh pupils will learn about materials and their properties, and designing and making principles, through the completion of project-based work. Social moral and ethical issues are embedded and explored within each project. Pupils are empowered to develop confidence in the use of a range of practical equipment, including machines, computer aided design and computer aided manufacture.

At key stage 3 our schemes offer an alternative design and technology programme that supports the aims of the National Curriculum:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.

At key stage 4 and post 16 Pupils will follow The AQA Unit Award Scheme, Btech (depending on ability) or GCSE specifications for the AQA examination board, also depending on their ability and AQA Unit Award Scheme certificates.

Additionally, pupils at **post 16** can follow DT related AQA units award scheme.

Design and Technology teaching and learning is enhanced by:

- Practical based tasks
- A well-equipped workshop
- The use of Computer Aided Design and Computer Aided Manufacture
- DT Club
- Educational trips
- After school club
- After school and holiday revision sessions
- The use of online programmes such as BBC Bitesize, technologystudent.com, Mr DT and DT Online.

Pupils research and evaluate how the effects different design era's has had on Britain

Pupils research different designers and try to recreate work for different designers

Pupils research Artists of old and Modern Britain, artist like Banksy and talk about some controversial issues and ideas his painting brings amongst other artist.

Personal, Social & Health Education / Relationships and Sex Education

In PSHE at FreshSteps pupils are taught skills in; critical reflection, decision-making and managing risk, developing relationships and working with others. PSHE is also used to explore many of the issues that impact our pupils and the wider community in which they live.

Pupils study the following themes:

- Personal Goals and Aspirations
- Equality
- Personal Safety
- Making a Difference
- Health & Wellbeing
- Relationships including unhealthy relationships (Domestic abuse)
- Living in the wider world

- Sex and relationships
- Child on Child abuse
- Sexual harassment
- Gang violence
- CSE
- CCE

Sexual health workshops are run by our Enfield community nurse for pupils at key stage 4.

Pupils at upper key stage 3, key stage 4 and post 16 follow the AQA QCF Award and Certification in PSHE from Entry 2 to Level 2. For this award, pupils choose from a range of topics to study such as Personal Action Planning, Drugs Education, Sex and Relationship Education, Making Informed Career Choices, Introduction to Diversity, Prejudice and Discrimination, Healthy Lifestyles, Making Informed Career Choices, Relationships, Behaviour and Practices in the Workplace, Emotional wellbeing, Personal Safety, Personal Finance and Being a Critical Consumer.

Pupils learn about relationships and sex education, focusing on; Families, respectful relationships, including friendships, online and media, being safe, intimate, and sexual relationships and including sexual health.

Pupils at key **stage 4** will also complete AQA Unit Award Scheme certificates

Additionally, pupils at **post 16** can follow PSHE related AQA courses.

PSHE/RSE teaching and learning is enhanced by:

- Interactive group activities
- A range of highly visual resources
- The use of ICT to enhance learning
- External speakers
- Educational trips
- A specialist nurse to support Relationships and Sex Education in the secondary phase

Information Communication Technology (ICT) will be taught during the term and switch between DT

At FreshSteps pupils study Functional skills ICT, Entry 1 to Level 2. The courses are designed to equip pupils with the skills they require to operate confidently, effectively and independently when using ICT in learning, life and work. Pupils learn how to use

Pupils will develop understanding and skills in:

- Using ICT
- Finding and selecting information
- Developing, presenting, and communicating information.

Pupils learn through a range of activities including short focused tasks and project-based work.

Health & safety and online safety are taught both explicitly and implicitly throughout all courses. This includes the need to have respect and regard for others, keeping yourself and personal data safe and protecting electronic devices.

Pupils are taught to question the reliability and validity of the information they come across by applying critical thinking skills. In addition, they learn to look for possible hidden agendas when communicating online.

Pupils are taught to use different types of software to explore and solve problems. These include word processing, spreadsheets, presentation, internet browser and email programmes. Pupils use the Microsoft Office Suite to develop and present their work. Activities include producing multimedia presentations, entering, editing and presenting data in different formats using spreadsheets, creating flyers, leaflets and posters, using the internet to research and solve problems and using databases to organise data. Pupils also learn how to format their work making it appropriate for a given audience.

Pupils in upper key stage 3 will follow Entry level Functional Skills. **At key stage 4 and post 16** pupils will follow Functional Skills levels 1 – 2 for the OCR examination board and AQA Unit Award Scheme certificates. Additionally, pupils at **post 16** can follow ICT related AQA courses.

ICT teaching and learning is enhanced by:

- A well-equipped ICT suite
- A range of highly visual resources, including those which support functional skills
- ICT club
- Educational trips
- An effective system managed by external ICT specialists
- After school club
- After school and holiday revision sessions
- The use of online programmes such as Thinkuknow, BBC Bitesize

Physical Education (PE)

Our pupils attend weekly school-based PE sessions, football coaching with the Tottenham Hotspurs Foundation, horse riding and boxing. Additionally, gym fitness sessions are targeted to meet the needs of individuals and swimming takes place during the summer months.

At FreshSteps PE is used to:

- Improve physical health and promote healthy living
- Develop and promote good behaviour
- Develop teamwork and sporting attitudes
- Support good mental health and wellbeing
- Develop sporting skills

PE teaching and learning is enhanced by:

- Qualified school-based teaching staff
- The use of external specialist experts and their facilities
- The use of trained coaches
- The use of local facilities

Geography or History

At FreshSteps Geography/History is taught to KS3 pupils to provide pupils with a combination of technical skills, hands on experience, and theory that enables them to understand the relationship between people and their environment and pupils will be taught to Understand/learn:

Numerical and data skills

Understanding of the local area

Identity and diversity

Rivers and rocks

Plate tectonics

Africa

Weather and climate

Migration

Ecosystems and much more

History

Year 7 pupils History session.

At FreshSteps history is used to:

Improve Historical knowledge

Improve Listening skills

Broaden the scope of pupil's points of view

Understand about British history

To develop an understanding of Britain and its past

To help pupils understand the complexity of people's lives,

The process of change,

The diversity of societies

Understand their own identity

The Monarch and its history

History of London

Shakespeare (through a range of books)

Drama

Drama activities encourage children to engage with their emotions and intellect, expressing their thoughts and feelings through voice and movement in an imagined context. They give children opportunities to explore, develop and express ideas and concepts, helping them to develop life skills and make sense of reality.

During the Foundation Stage, children will have engaged in a variety of play activities that encourage them to try out many roles in familiar contexts. They will also have developed their imaginative and creative skills by responding to unknown situations.

At Key Stages 1 and 2, children start to refine their skills of understanding and analyse, compare and discuss their feelings with others. At Key Stage 1, teachers can use strategies such as tableau, freeze frame and hot seating, adding thought tracking and conscience alley at Key Stage 2. These and other strategies develop children's creativity and extend their learning through practical and active experience.

Drama helps with building our pupils confidence and working collaboratively together on different themes and issues

Strategies develop children's creativity and extend their learning through practical and active experience.

Throughout these key stages, children's observation skills become more structured in script work and polished improvisation. Their vocal and movement skills become more sophisticated in terms of audience, and evaluation skills become more focused on negotiation, co-operation and sharing.

SMSC is evident through story telling re-enactments.

Black British History

At Freshsteps this will be taught through tutorial time and PSHE

The Course is designed to highlight black migrants, African Americans and Black British influencers on their community and British culture:

The course covers 33 lessons on:

NV empire Windrush

The rock and roll years and the Teddy boys

What jobs did black migrants do?

Anti-black violence

Claudia Jones and the birth of Carnival

Civil rights struggles

Entering the mainstream

And many more

KS1 and 2 at FreshSteps Drama is used to learning through play by:

Providing opportunities for adults and children to plan learning together

- Enabling children to develop their own ideas and interests
- Setting up a stimulating and appropriate learning environment
- Creating opportunities for children to make choices and decisions
- Developing Thinking Skills and Personal Capabilities
- Providing practical, interactive, and enjoyable play experiences
- Encouraging children to think, do and review for themselves and reflect on practice
- Employing a wide range of teaching strategies
- Developing a language for learning
- Sharing and demonstrating learning

Drama activities include:

Managing information

Asking, accessing, selecting, recording, integrating, communicating

Work with other

Being collaborative, being sensitive to other feelings, being fair and responsible

Be Creative

Imagining, generating, inventing, taking risks for learning

Self-manage

Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self

Think, solve problems and make decisions

Searching for meaning, deepening understanding, coping with challenges develop their understanding of the world by engaging in a range of creative and imaginative role-play situations on their own and with others, and responding in role to the dramatic play of others and to the teachers

- Explore a range of cultural and human issues in a safe environment by participation in dramatic activity and sharing ideas with other.
- Develop a range of drama strategies, including freeze-frame, tableau and hot seating
- Develop a dramatic skills appropriate to audience, context, purpose and task by using simple props to suggest character and symbols and images to develop active and make meaning. As pupils progress through Key Stage 1, they should be enabled to:

- Create situations in an imaginative way on their own and with others
- Respond in role to the dramatic play of others and to the teacher
- Use a simple prop to suggest character or action
- Participate in dramatic activity and sharing ideas with others and
- Take on a role and work with others in an imaginary Drama at Key Stage 2 states that pupils should be enabled to
- Develop their understanding of the world by engaging in a range of creative and imaginative role-play situations
- Explore a range of cultural and human issues in a safe environment by using Drama to begin to explore their own and other feelings about issues, and by negotiating situations both in and out of role
- Develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience alley and
- Develop dramatic skills appropriate to audience, context, purpose, and task by exploring voice, movement, gesture and facial expression through basic exploration of specific role, and by structuring dramatic activity to make meaning clear for a chosen audience.

As pupils progress through Key Stage 2 they should be able to:

- Explore issues creatively through use of Drama
- Explore voice, movement, gesture, and facial expression through basic exploration of a specific role
- Structure dramatic activity to make meaning clear to a chosen audience
- Use Drama to begin to explore their own and others feeling about issues
- Negotiate situations in and out of role

Additionally, SMSC is specifically addressed in PSHE and other subjects such as in DT where pupils learn about the social, moral and ethical issues of design and manufacture and in science where pupils are required to consider ethical issues in a range of topics and the beliefs of others

Key Stage 3 Drama at Freshsteps

In Drama, pupils have opportunities to develop their social and performance skills, and whole curriculum skills and capabilities. It allows pupils to explore, develop and express ideas and concepts, helping them to develop life skills and make sense of reality.

At Key Stage 3 (Years 7,8,9), the curriculum builds on the learning experiences that pupils bring from primary school. Pupils now attend classes in different subjects, and teachers typically teaching specific subjects to pupils across the different years.

Drama activities encourage pupils to engage with their emotions and intellect, expressing their thoughts and feelings through voice and movement in an imagined context.

At Key Stage 3, pupils use:

- Tableau
- Freeze frame
- Hot seating
- Thought tracking
- Conscience alley as well as other strategies

These develop their creativity and extend their learning through a practical and active experience in the classroom.

Interventions, core and vocational courses at KS4 and post 16

KS4 and Post 16 – AQA Level 1 and 2 Drama or AQA certificates

CCEA Certificate in Performance Skills are available at Level 1 and Level 2. Learners can extend their skills, knowledge and understanding of the entertainment industry, develop their own strengths and interests, and progress to given a final performance.

Students may be given a workbook to record their outcomes. This can help both the teacher and the student to identify and meet the specification requirements. There is also a differentiated workbook available for students with additional educational needs.

This qualification builds on the knowledge, understanding and skills developed through the Area of Learning The Arts

There is not written external examination or test; the qualification is entirely evidence based. All units are internally assessed, and we carry out external moderation.

Students produce a portfolio of work and give a performance. The final rehearsal and performance may be external moderated as a live performance or pre-recorded using video or DVD.

There are three mandatory units:

- Unit 1: Working in the performing arts
- Unit 2: Develop performance skills
- Unit 3: Rehearse and perform

AQA level 1 and 2

The AQA Drama specification motivates and inspires students to build and showcase their competence in a range of creative, practical and performance skills.

The comprehensive and innovative course encourages students to develop a personal interest in drama. Students choose one of two pathways – performance (acting) or design (costume, lighting multimedia, set or sound). They work creatively with others, generating, developing and communication their ideas for a devised performance and for a scripted performance. They also explore social, historical and cultural influences on drama texts and activities.

Both the theoretical and practical elements of the course help students to become critical thinkers with enquiring minds, confident communicators, and independent learners.

This qualification builds on the knowledge, understanding and skills developed through the Area of Learning The Arts.

This specification is a linear qualification: students take all the assessment at the end of the course

The specification has three components

- Component 1: Devised Performance
- Component 2: Scripted Performance
- Component 3: Knowledge and understanding of Drama

Specific Learning Days and Enrichment Activities

Specific learning days and enrichment activities provide the opportunity for pupils to spend a day engaging in activities focused on range of topics. The topics are selected based on pupils needs interested and current issues impacting the wider community

Topics

- Careers and aspirations day
- Staying safe and online safety
- Promoting numeracy day
- Promoting literacy day
- Anti-bullying days

Clubs we offer:

- Lego
- Media
- Music
- Board Games
- Drama
- DT
- ICT

We actively encourage our pupils to attend free after school sessions at Edmonton Eagles Boxing club where they can learn a variety of skills and self-discipline.

School Trips

Educational visits, field trips and rewards/celebratory trips are featured across the curriculum and are used to acquire knowledge and develop social and personal skills. At FreshSteps we take full advantage of our local surroundings including wildlife and heritage places of interest which are utilised regularly throughout the curriculum to enhance the learning experience.

Educational trips also support our PSHE SMSC curriculum

Homework

Pupils across all phases are set regular homework. The is designed to consolidate learning develop independence and instil a love of learning. It also provides an opportunity for parents/carers to engage with the curriculum.

Cooking life skills

Pupils in secondary will learn how to use basic cooking equipment to make a range of food dishes. They will also focus on health & safety and nutrition.

Pupils will learn how to cook and prepare meals and understand about having a nutritional diet.

How to set a dining table ready for dinner

How to weigh up ingredients

How to follow a recipe

How to buy products from the shops

Music

Pupils will be taught music by a trained music teacher. The lessons are used to teach music skills and for therapeutic purposes. Those pupils that show aptitude can study for grades and certificates with

certain instruments. Music will become part of our daily lunchtime club where pupils can build confidence and work collaboratively together.

Freshsteps will focus on pupil music abilities and help their skills progress

Pupils will be taught skills on:

Piano

Keyboard

Drums

Bongo's

Singing in tune and to certain rhythms

POD casting

Radio techniques

Writing lyrics

Languages

Pupils in secondary will be taught a language by a Spanish teacher. We aim to provide them with basic communication skills in a foreign language, develop their awareness of other cultures and build confidence in oracy. Spanish will be taught as an after-school club for those interested.

Therapeutic Curriculum Activities

At FreshSteps a range of therapeutic activities are undertaken to help pupils develop socially, emotionally, mentally and academically. Additionally, therapeutic strategies are embedded across The curriculum to attend to the needs of individuals during teaching learning and in social activities.

Therapeutic weekly activities since COVID-19 include:

- Horse-riding
- Art therapy
- Lego/Construction-based Therapy
- Play Therapy
- Boxing
- Thru-life Mentoring scheme
- Music therapy
- Regular visit to local attractions
- Swimming
- Duke of Edinburgh Bronze award scheme

Interventions for Academic Progress

While literacy and numeracy are promoted and reinforced in every subject with an emphasis place on Spelling, Punctuation, Grammar and Maths, FreshSteps recognises that pupils acquire Literacy and Numeracy skills at different times and at different rate of progress. Therefore pupils who are performing significantly below their expected ability in these areas will be targeted for intervention.

Interventions:

- One to one support from in class
- One to one reading programmes
- One to one literacy programmes
- One to one numeracy programmes
- Targeted literacy lessons – groups 3
- Targeted literacy lessons – group 1 & 2

- Targeted numeracy lessons – Primary
- Multi-sensory phonics and reading scheme
- Catch-up lessons in Maths, English, Science
- Targeted speech and language therapy lessons
- Easter University (for those taking exams in May and June)
- Revision classes – after school, holidays

Preparing for the world of work

Careers and work experience

The careers education and guidance programme at FreshSteps aims to prepare young people for the world of work and to provide them with a general understanding of its opportunities and challenges. The school has an up-to-date and comprehensive stock of careers literature, both general and specific. All pamphlets brochures and books are available for pupils to browse through and borrow. Pupils begin their careers programme in Year 9 by discussing career options and exploring potential courses they would like to study.

Guidance at key stage 3 is generally through the PSHE curriculum. However, careers, advisers from LBE are available for consultation. Our careers advisor visits the school at least once a month or as required for key stage 4 and 5.

Pupils continue their learning during weekly tutor periods. The sessions offer pupils the opportunity to consider the world of work and their own role in it. They are encouraged to use the information services and staff to fully research areas that are of interest to them.

This programme continues into Year 11. During this time all students are interviewed by Careers Advisers. Pupils received following-up help and guidance until they are decided about their future career paths.

FreshSteps also provides work experience and has a number of well-established links in the world of work, the local community and across London.

Activities

- Pupils at key stage 4/5 undertake individual and group sessions with a local authority careers advisor
- Pupils at key stage 4/5 have the opportunity to undertake 1 to 2 weeks of work experience in a field of personal interest.
- Pupils at key stage 4/5 have the supported in exploring the world of work in the local community
- Pupils at key stage 4/5 have the opportunity to undertake a Level 2 coaching qualification through the '[Sports Leader Award](#)'
- All pupils take part in aspirational days
- All pupils take part in subject days where departments promote and share information about careers in their field.

Year 12s will be transferred to FreshSteps schools learning Hub for KS5 for some vocational courses such as:

- Textiles/Fashion design
- Hair (Male and female) and beauty courses
- Hospitality and Catering courses
- Nails and Manicure courses
- Sport with gymnastics
- Sports with cheerleading
- Sport with boxing
- UEFA football programme

- Music technology

Some vocational courses will be delivered offsite with community hubs whom the school has worked with may years i.e. eagles boxing club with deliver a boxing sports programme for KS4/5

All other subjects such as Maths, English, Drama, science PSHE, History Geography will be taught at Freshsteps mains school site/

Break and Lunchtime Activities

At Freshsteps we consider break and lunchtime to be an extension of the curriculum. Pupils have opportunity to practice transferrable skills through structured play and creative activities. These include table tennis and chess tournaments, board games, Lego club and drawing and colouring. During these periods our mentors activity engage pupils in order to develop their social, emotional and mental health through their interaction with their peers.

Social, Moral, Spiritual & Cultural Development and Fundamental British Values

At Freshsteps the social, moral, spiritual and cultural development of all pupils is enhanced through our weekly assemblies and student Voice sessions which are held on separate days. The programme for assemblies covers a comprehensive list of topics, many of which fall within for four themes of the fundamental British Values.

During student voice pupils engage in discussion and debate relating to the school and its community. Pupils are taught to share and respect one another's ideas and opinions. They take responsibility for their school and participate in decision making as a team.

SMSC including fundamental British values is embedded across the curriculum so that is taught implicitly. This is evidenced through the use of a range of teaching and learning strategies that develop social skills and foster the positive attitudes required to function successfully in modern Britain.

Additionally, SMSC is specifically addressed in PSHE and other subjects such as in DT where pupils learn about the social, moral and ethical issues of design and manufacture and in science where pupils are required to consider ethical issues in a range of topics and the beliefs of others.

Pastoral support from all staff and our specialist teaching assistants and behaviour mentors also centres on pupils development of SMSC including Fundamental British Values

Outdoor educational trips is a big part of our SMSC curriculum, whether that be to historical sites, places of worship or London visits, we ensure our pupils experience the curriculum and learning in different ways.

[Pupils have also written to our new King Charles paying their condolences to the loss of his Mother our Great Queen Elizabeth and offering their services to Britain. \(see Appendix\)](#)

Specific Learning Days and Enrichment Activities

Specific learning days and enrichment activities provide the opportunity of pupils to spend a day engaging in activities focused on range of topics. The topics are selected based on pupils needs interests and current issues impacting the wider community.

Topics include

- Careers and aspirations days

- Staying safe and online safety
- Promoting numeracy day
- Promoting literacy day
- Anti-bullying days
- Online safety

Clubs we offer

- Lego
- Media
- Music
- Board Games
- Drama
- DT
- ICT
- Football
- Covid catch-up

We actively encourage our pupils to attend free after school session at Edmonton Eagles Boxing club where they can learn a variety of skills and self-discipline

School Trips

Educational visits, field trips and rewards/celebratory trips are featured across the curriculum and are used to acquire knowledge and develop social and personal skills. At Freshsteps we take full advantage of our local surroundings including wildlife and heritage places of interest which are utilised regularly throughout the curriculum to enhance the learning experience.

Homework

Pupils across all phases are set regular homework. This is designed to consolidate learning, develop independence and instil a love of learning. It also provides an opportunity for parents/carers to engage with the curriculum.

Enterprise

Freshsteps has collaborated with Bush Hill Park Primary school to engage in working on allotment together this is in conjunctive with Enfield Council and Rudolph Walker (Patrick from EastEnders). This will lead to secondary pupil mentoring and being role models for younger pupils bringing about the sense of community which enjoying vegetables, fruits and flowers set up in a small work hub.

Young NEXUS

We believe that building positive relationships is key in empowering our community to unite together and stay connected.

NEXUS is a community project run by the Behaviour Support Service within the Local Authority. Their aim is to connect the community for a better Enfield. We partner with external services and organisations, as well as lead and create projects and interventions ourselves. With our network and knowledge of the area, we can support our partners in the co-ordination of their projects too.

NEXUS projects support:

- Children and young people in schools
- Professional Learning
- The community of Enfield
- Advocacy

Our pupils have been involved in many projects with Nexus which has enhanced, confidence and social skills.

Nexus has enabled our pupils to sing and shout about disabilities and empower our students we call it 'Our Super-powers' and is filmed for Enfield council by NEXUS.

Impact

The impact of the curriculum is evident in the outcomes for all our pupils, regardless of their starting points. This includes academic achievement, improved behaviour and enhanced social emotional and mental health. Behaviour has been challenging and Varied since COVID-19. It was what the school was not use to. The alternative curriculum has been a support in enabling pupils to have lots of reflection and well-being time. All of these strategies improved their ability to engage positively in the school environment. Such improvement is documented in EHCPs resulting in the reforming of targets and modification of the support required.

The implementation of Drama into our curriculum has had outstanding positive effects on our pupils and parent support. There is an overall improvement in respect and getting with each other

Pupils who felt socially awkward or who would never speak out in a lesson or answer any questions were now taking part and having speaking parts in the school play. They became stars as their confidence grew, speech and language improved, listening skills, memory skills, reading skills and team work, their posture and smiles on faces, a love of their school community all improved and had a very positive impact on the cohort

We have had Charlie and the chocolate factory (primary), Buggy Malone (secondary), The Lion King Whole school, 2021 Christmas show and most recently 'The jungle book REMIIX' Pupils who were to shy or too cool' to previously take part now wanted to be part of the whole school production. This is a fantastic achievement for our pupils.

The improvements in pupils social skills and confidence was well expressed when we won the Rudolph Walker Inter-school Drama awards, which was based as finalist the Shaw Theatre a First for a SEN school who beat 5 other mainstream schools 1 of them in this borough. The immense pride these pupils felt was like none other. Most of the pupils have never even been in an theatre before let alone having to perform on an big stage. Our curriculum works and is fit for purpose.

Swimming and horse riding/therapy have also had a big impact on our pupil's positive well-being since COVID-19

In addition, pupils now feel confident to work with pupils from other schools. Attendance is good.

The Local school Oasis Enfield are willing to let us their Astro turf for the pupils to do football matches. This will bring about community cohesion.

The implementation of 3 assemblies per week since Covid:

Monday Morning whole school

SMSC Wednesday assembly

Friday student voice

Has had an impact on school morale for pupils and staff. Coming together as a whole improves tolerance, acceptance, confidence, and well-being

Pupils now willing to attend work experience attendance of our pupil is outstanding considering their starting point. Pupils are now interested to stay at FreshSteps for further education curriculum the impact of the curriculum has dramatically improved pupil social skills, well-being and educational outcomes.

The implantation of a second split year 11 group has benefited the school. These pupils who have moved to the HUB have benefitted from, Improved behaviour and vocational courses.

These pupils could not cope with the routine of the alternative curriculum and we needed to find other ways to engaged, focused and keep them in education as they were failing within the routine of school, mental health had a greater impact on these pupils post COVID.

23 - 25 we hope will be an even more creative curriculum as we are now able to have other engaging enjoyable hands on learning.