



**EVERTON**  
**FREE SCHOOL &**  
**Football College**

## Curriculum Policy

<b>Approved by:</b>	Teaching, Learning & Care
<b>Last Reviewed:</b>	May 2023
<b>Next reviewed:</b>	May 2024

## Introduction

Everton Free School & Football College are committed to providing a curriculum which inspires, challenges and safeguards all our students enabling them to become; successful learners who enjoy learning, make progress and achieve, confident individuals who are able to live safe, healthy and fulfilling lives and responsible, open-minded citizens who make positive contributions to their communities and to society.

As a school our curriculum intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have an appropriate academic/vocational ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong core of subjects
- Develop pupils' independent learning skills to equip them for further/higher education and employment
- Develop Respect, Responsibility and Resilience

## Rationale

As a school we offer high quality alternative education for young people between 13-16 who are either at risk of exclusion or have been permanently excluded from school. We provide a bespoke curriculum, tailored to the individual needs and interests of the student and encourage them to fulfil their potential. The rationale behind our curriculum reflects the needs of our 13-16 learners allowing them to access a range of GCSE subjects in addition to vocational qualifications that enhance their learning and prepare them for life outside of school. PSE is also central to our curriculum and topics have been picked with our students in mind to allow them to access arrange of information and support around issues facing young people today. Embedded throughout our curriculum are the wider skills essential for our students. These allow them to succeed through practical learning and experiences personalised to their needs. We are aspirational for all of our pupils. Many of our pupils arrive having missed periods of school and with gaps in their learning. We utilise FFT data to inform all staff of our pupils' potential and to develop an ethos of expectation and aspiration. For those students who did not sit SATs papers because of covid 19 and therefore do not have already have FFT indicators we arrange for them to sit Cat4 tests and use FFT Aspire to generate indicators for them too

All staff understand how our curriculum is designed and are fully engaged in developing an alternative curriculum that meets the needs of our students and DfE requirements. All staff are proactive in including where possible within their subject areas opportunities for students to gain additional experience and qualifications that best suit the needs of our learners. Staff are included in curriculum design and are encouraged to develop ideas that meet our student and school needs.

This policy reflects the requirements for free schools to provide a broad and balanced curriculum as per the Academies Act 2010. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice, The Children and Families Act 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook 2019.

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body will monitor the effectiveness of this policy and hold the principal to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disability (SEND)
- Core courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 9 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **Principal**

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

## Other Staff

All staff will ensure that the school curriculum is implemented in accordance with this policy. This will be led and managed by Department Heads the Extended Leadership Team and Senior Leadership Team.

## Areas Responsibilities:

<b>Mr Andrew Poole</b>	<b>Assistant Head of School &amp; SENDCo</b>	Head of Curriculum
<b>Mr Robert Anderson</b>	<b>Leader of Extended Curriculum</b>	Vocational Education & Enterprise/PHSE including RSE/Careers/Wider curriculum/Literacy
<b>Mr Jon Aboo</b>	<b>Head of Maths</b>	Mathematics
<b>Ms Jessica Chang</b>	<b>Head of Science and Qualifications and Co-ordinator</b>	Science
<b>Ms Jacqueline Colbeck</b>	<b>Head of English</b>	English Language and English Literature
<b>Mr James Croxton</b>	<b>Head of Sport and PE</b>	PE

## Organisation & Planning

Everton Free School values the concept that knowledge can fall outside traditional subject boundaries and that learning can be achieved and organised in different ways. Our curriculum includes opportunities for projects that draw on several subject perspectives. We also ensure that teachers have opportunities to get involved with subjects other than their own. In our alternative provision context, bespoke learning packages are an important component of the student experience at the School. Our aim is to balance challenge with choice. This is reflected in our holistic and creative curriculum offer.

Distributed leadership enables subject leads to design and develop their own curriculum in line with requirements. Leads are recruited specifically for these roles and are required to demonstrate the skills required to implement the curriculum. Working together to share ideas, attending CPD events and using the team to develop the curriculum further ensures that leaders are prepared for implementing the curriculum for their subject. In most areas, leads are proactive in designing and implementing alternative ways to embed the curriculum designing it to meet the needs of all learners in line with whole school aims and objectives.

The curriculum is planned in such a way as to provide personalised learning for all abilities and interests of learners. This may be off-site learning away from traditional classroom teaching or twilight sessions for our most vulnerable learners. The delivery of intervention enables all learners to access all areas of the curriculum. This may be through off-site learning, twilight learning or formal sessions outside of normal school hours. Interventions such as drop-down days enable all learners to access a full and holistic curriculum. These include vocational coursework days, GCSE master classes, guest speakers to enhance both the formal and holistic curriculum, school nurse and education psychologists, use of teaching assistants and external providers. All students access a curriculum and teaching and learning which is relevant to them and enables them to progress as an individual.

## Whole School Curriculum Overview

Our alternative provision students are placed into either a Key Stage 4 or a pre GCSE learning programme. All students study English, Maths, Science, IT, PSHE and Sport. In

addition to this, all students are provided with an opportunity to choose one of our “Free to Choose” and option subjects. Although we will aim for this to be linked to a qualification, in some cases it may not, depending on when in the academic year an individual student joins the School and on the personal profile of the student. Religious Studies is embedded through all aspects of the curriculum and through weekly assemblies. RSE is both taught discretely and embedded within the curriculum along with Careers Education. The wider curriculum includes SMSC, British Values, Numeracy and Literacy alongside regular additional topics e.g. Black History to ensure our students are enriched with the cultural capital to enable them to succeed.

Qualification	Exam Board and Specification
GCSE English Language	WJEC Eduqas 600/4505/5
GCSE Maths	Pearson Maths 601/4700/3
GCSE Combined Science x2	AQA 601/8760/8.
GCSE Physical Education	WJEC 603/0603/8
Level 1&2 Computing	TLM (0454)
<b>RSE/British Values</b>  Relationships, Health and Sex Education (Years 9-11 at Level 1/2)  Princes Trust (Year 11 L1/2)  Eduqas Entry Humanities (Year 9/10)	Level 1 Award 603/4763/6 Level 2 Certificate 603/4765/X  L1/2 Award Personal Development & Employability  4320SA
<b>Options/F2C</b>  Duke of Edinburgh Princes Trust Work Experience  Hair & Beauty Creative studies Construction Sport Creative Media Leisure & Tourism Business Administration/Retail/customer Service Horticulture/floristry Multi Skills (construction, electrician, vehicle maintenance)  Child Care GCSE Art & Design (Fine Art/Photography) Performing Arts  Health & Fitness	Bronze/Silver Community Action projects  <b>NCFE Occupational Studies L1/2 Award/Cert/Diploma</b> L1 Award 601/1086/7 L1 Cert 601/1087/9 L1 Dip 601/1089/2 L2 Award 601/1497/6 L2 Cert 601/1424/1 L2 Dip 601/1425/3  OCR Cambridge award L1/2 WJEC Eduqas 601/8087/0 NCFE Level 1 Certificate 500/9177/3 NCFE Level 2 Certificate 500/9918/8 NCFE L1/2 Tech Award 603/2650/5

Nutrition & Health Music Technology E-Sports GCSE English Literature Health & Social Care	L1 Award 501/0038/5 L2 Award 501/0038/5 L2 Cert 601/3389/2 L1/2 Music Technology Award 501/1133/4 L2 Cert 501/1216/8 BTEC E-Sports L2 Award 603/5803/8 WJEC Eduqas C720QS BTEC Tech Award L1/2 603/0395/5
Mechanics/Construction – off site learning	

---

## **Inclusion**

As an alternative provision provider for 13-16 learners Everton Free School responds individually to pupils' needs and overcomes potential barriers to learning for individuals and groups of pupils – including those with SEND, English as an additional language, high attainment, low prior attainment and/or disadvantaged backgrounds. We accept students from all over Liverpool, Merseyside, Wirral and Cheshire from a variety of backgrounds and use a range of intervention and teaching, learning and assessment methods to enable all our students to reach their potential.

The use of Twilight learning is used to engage the very 'hard to reach learners' with extremely low historical school attendance.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study core and additional qualifications, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Monitoring Arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- school visits, meetings with students, work scrutiny, meetings with extended leadership and other teachers

Heads of Department monitor the way their subject is taught throughout the school by:

- department meetings, department standardisation, learning walks, work scrutiny, professional learning networks, CPD feedback.

Heads of Department also have responsibility for monitoring the way in which resources are stored and managed. Links with other policies

This policy links to the following policies and procedures:

- Marking, Feedback and Assessment policy
- Non-examination assessment policy
- SEND policy and information report
- Equality information and objectives
- Careers statement
- Teaching & Learning policy
- Individual subject guides



## Individual Subject Guide

### English Language

---

#### Introduction

Everton Free School and Football College English Department welcomes students from ages 13-18 with an English curriculum that aims to inspire, enthuse, and challenge all students. The English department offers GCSEs in both English Language and English Literature alongside Functional Skills English at Level 1 and Level 2 for those students who cannot access GCSE level.

#### Rationale

English is a broad subject, teaching young people a wide range of reading, writing and speaking disciplines. It is the only arts subject on the curriculum that pupils have to study until the end of compulsory education. As such, it has a significant contribution to their educational experience. The aims and purposes of English on the National Curriculum can be broadly split into two categories: the functional skills established by its study and the experiential effect it has on young people's engagement with reading and writing.

#### Curriculum Outline

All students in Sixth Form and Year 11 follow a one-year plan outlined from WJEC Eduqas GCSE in English Language 9-1 which includes the following features:

- Questions and tasks designed to enable candidates to demonstrate what they know, understand and can do.
- Straightforward wording of questions.
- Accessibility of materials across the ability range.
- Opportunities for breadth of study.
- Use of 'unseen' material for analysis in external assessment.
- Focused assessment of specific language skills.
- Opportunities for producing extended writing.
- High-quality examination and resource materials.

It enables students to:

- Read a wide range of texts, fluently and with good understanding.
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.
- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology,<sup>1</sup> and linguistic conventions for reading, writing and spoken language.

In addition, it enables students to:

- Listen to and understand spoken language, and use spoken Standard English effectively.

## Year 11/Sixth Form Eduqas GCSE 9-1 English Language

The examination is made up of **two** examinations:

### Component 1

20<sup>th</sup> Century Literature Reading Study and Creative Prose Writing.

Students will be offered a choice of four titles, giving opportunities for writing to describe and narrate an imaginative and creative use of language. This response should be a narrative / recount.

### Component 2

19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction Reading Study and Transactional/Persuasive Writing.

This section will test through structured questions, the reading of two high-quality unseen non-fiction texts (about 900-1200 words in total), one from the 19th century, the other from the 21st century.

Non-fiction texts may include, but will not be limited to:

- Letters.
- Extracts from autobiographies or biographies.
- Diaries.
- Reports, articles, digital and multi-modal texts of various kinds from newspapers, magazines, and the internet.

This section will also test transactional, persuasive and/or discursive writing through two equally weighted compulsory tasks. Across the two tasks candidates will be offered opportunities to write for a range of audiences and purposes, adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches, etc.

### Component 3

#### Spoken Language (Unweighted)

Students will be required to complete one formal presentation or speech. They will also be assessed on their responses to questions and feedback following the presentation or speech. Standard English should be a feature of all parts of the students' work in this component.

We also introduce our students to English Literature in Year 9 and 10. This is an option they can pursue as part of the GOALS programme

**Year 9** students will have a bespoke English programme that is linked closely to both GCSE specifications and the assessment objectives required for each. Differentiated lessons and timetables are paramount to learning and Literacy is also embedded within learning.

### Functional Skills

The English department also delivers Level 1 and Level 2 Functional Skills in English. The Functional Skills qualifications in English are ideal for students wishing to develop practical, transferable skills in English in order to work confidently, effectively and independently in life. They're suitable for a wide range of individuals and is fundamental to the successful completion of various wider qualifications and frameworks, such as Apprenticeships.

The Functional skills qualifications have three mandatory components that cover:

- Reading (externally assessed).
- Writing (externally assessed).
- Speaking and Listening (internally assessed).

The purpose of this qualification is to provide learners with English skills to help them gain the most from life, learning and work. The objectives of this qualification are to help learners to:

- Gain skills in speaking, listening, communication, reading and writing.
- Apply their knowledge and understanding to everyday life.
- Engage competently and confidently with others.
- Solve problems in both familiar and unfamiliar situations.
- Develop personally and professionally as positive citizens who can actively contribute to society.

## **Mathematics**

---

### **Introduction**

Our priority is to enable our students to enjoy, succeed and gain confidence within the study of mathematics. We create an inclusive approach to learning with our initial focus on identifying strengths and areas for improvement. Following analysis of baseline data, a personalised intervention programme is created to close knowledge and understanding gaps and to improve progress.

We are embracing a mastery approach to ensure our students develop a deep conceptual understanding of mathematics and to facilitate them to develop effective strategies to build their mathematical fluency, reasoning and problem solving skills. Our goal is to highlight the importance of mathematics by exposing students to real life applications and problems; enabling them to make mathematical connections within other strands of mathematics and within other parts of the curriculum. We believe this strategy will allow our students to prepare appropriately to achieve or exceed their expected progress and obtain the skills they will require within their future lives.

### **Rationale**

Students attend four lessons of mathematics per week and regular mathematics option classes are available for those who wish to progress further with mathematics beyond GCSE. Additionally, we timetable a variety of enrichment events to inspire student learning and promote real life applications of mathematics.

We are in the process of reviewing, strengthening, and implementing a Mathematics Mastery focussed curriculum initially concentrating on key elements such as variation, multiple representations and structure. We are committed to this through our involvement with the NCETM Mastery Programme and the incorporation of elements from the White Rose Mastery Curriculum. We recognise the long-term rewards for building resilient and reflective learners.

Through targeted teacher questioning or activities, students are encouraged to identify relationships and are challenged to develop their ability to communicate using mathematical language to explain their calculations. Within our lessons, we seek to address misconceptions and take opportunities to improve all levels of literacy and numeracy. Time is taken to ensure all students obtain a secure understanding of mathematics before progressing into new content. For students that understand key concepts quicker than others, increasingly complex problems, or application of learning in new contexts are provided.

Alongside regular teacher, self and peer assessment, summative assessments are completed at the end of each unit of study. Student feedback is encouraged, valued and reflected upon. We feel that our students' progress made from entry demonstrates that skills and fluency are being embedded throughout our curriculum. By the end of the programme of study, most students become more independent learners and have successfully developed the ability to use their mathematical skills required for everyday life.