

Curriculum Policy Aurora Foxes

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Applies to:	Aurora Foxes
Associated documents:	Teaching and Learning Policy
Approved by:	Principal
Implementation date:	March 2024
Next review due by:	March 2025
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

0. Summary of changes since previous version of policy

- Change to Section 7.1 to highlight that Safeguarding and Prevent are embedded throughout the curriculum over time in order to reinforce the skills and knowledge students need to keep themselves safe.

1. Aims

This policy aims to:

Contribute to the provision of education, care and therapy leading to students going on to employment and meaningful adult lives. It has been devised to ensure students work towards personalised learning outcomes within the overall 'Work Ready, Life Ready' mission .

The policy encapsulates the Aurora Foxes approach that learners should be engaged in, and excited by their learning and the recognition that learning takes place not just in taught lessons, but equally in enjoyable enrichment activities; work experience and more. The content of this policy and the manner in which that content is implemented, are both rooted in the Aurora fundamental values of:

- *Caring*
- *Ambitious*
- *Collaborative*
- *Trusted*
- *Innovative*

At Aurora Foxes, we believe in changing lives by giving students the skills, knowledge and confidence to successfully shape their own futures. Our aim is to equip them with the skills for life and employability they need to be 'Work Ready, Life Ready'

2. Legislation and statutory requirements

This policy is based on the following advice/legislation:

Further Education and Skills Handbook (2023) – Ofsted
Gatsby Benchmarks of good Careers Provision

3. Scope

*Our Curriculum is best summarised as “**The totality of student experiences that occur in the educational process at Aurora Foxes**”* As such, it is delivered by vocational tutors, therapists and house staff, as much as it is delivered by teachers and tutors in classrooms. All staff teams are aware of the Aurora Foxes curriculum aims and of their specific roles in the implementation of the curriculum intent. The outcomes that each student is working towards are shared by all staff.


Each student's timetable comprises a wide range of lessons, enrichment activities, visits, visitors, work experience and cultural events overtime . Together these are planned to support students' journeys to increased independence and meaningful adulthood.

As preparation for the world of work is central to the Aurora Foxes 'Work Ready, Life Ready' approach, soft employment skills are delivered throughout the curriculum and Aurora Foxes prides itself in delivering on all 8 of the Gatsby Benchmarks of good careers provision.

When devising the curriculum model leaders base their work on three fundamental questions:

- 1) **What are we trying to achieve?** – For this we drew on the Aurora Foxes Mission, Vision and Values
- 2) **How will we organise learning?** – Taking account of the plethora of opportunities for embedding the taught curriculum, delivered through the three main 'Pillars of Learning'
- 3) **How will we know how well are we achieving our aims?** – This requires leaders to ensure accountability measures are in place for all impact statements

The leaders wished to capture the richness and complexity of learning opportunities at Aurora Foxes, so that all staff could find, in one place, the information for them to understand their role and to recognise the connections between the different aspects. To realise this, the outcome was the Aurora Foxes Curriculum 'Big Picture'. All current staff are aware of the details within it and it will form part of the induction for all new staff, so that all contribute consciously to student progress.



Aurora Foxes Curriculum: The Big Picture

Intent	Curriculum Values:	CARING	AMBITIOUS	COLLABORATIVE	TRUSTED	INNOVATIVE
What are we trying to achieve?	Curriculum Aims:	Confident, Successful & Healthy Adults Who enjoy, make progress, achieve and love to go to college and work and go on to pursue personal hobbies and interests	Community Inclusion Adults who are able to have their voice heard, strive for increasing independence, travel freely, maintain relationships and enjoy meaningful adulthood	Employment Adults prepared for the challenges of life, manage and understand their finances, health and wellbeing, and make positive contributions to society and in their place of employment	Independent Living Adults who go on to realise their full potential and lead fulfilling lives	
	Focus on Learning:	Attitudes and Attributes Resilient, skilled, confident, positive, responsible, kind, understanding and aware	Skills Functional life skills, safety (including online), financial, social, health, wellbeing, employability, hospitality, communication		Knowledge and Understanding Employer expectations, big ideas that shape the world, secure in British values	
	The Curriculum Will:	Enable students to stay safe	Give young people the skills, knowledge and confidence to shape their own futures	Be engaging, exciting and challenging	Equip students with the life and hospitality skills they need to prepare for employment	Enable students to gain the qualifications and experiences within 'real life' working environments

Implementation	The Foxes' 3 pillars of learning' & more	Vocational Training Hospitality	Work Experience beyond Foxes Hotel & specific employability soft skills	Functional Life Skills and a wide range of enrichment activities	Independent Living Skills & therapeutic support	Personal Development, Health & Welfare
How do we organise learning?	Means of Delivery:	Reading for life, work and pleasure	Maths for life and work	Bespoke Timetables	Meetings & Displays	Repetition of taught skills in real life contexts
	Whole Curriculum Dimensions:	Independence	Financial Awareness	Literacy and Communication	Employability	Catering & Hospitality
	Statutory Guidance & Expectations:	The work that students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.* Ofsted FE & Skills Handbook				
	Student Quotes	"I wasn't independent before, I can now ask for help when I need it. I can tell staff how I am feeling."		"I do a budget and planner and personal shopping independently. I have done my Level 1 and Level 2 food hygiene and other exams."		"I learnt about colour coded chopping boards, fridge and freezer temperatures and food prep."

Impact	Evaluating Impact	Do students feel safe?	Does every student enjoy college?	Reading, language and communication improvement for all.	Aspirational expectations for all students	Is every student sufficiently confident?	Is every student sufficiently prepared to take their place in the world of work?	Does every student have a voice?	Is every student sufficiently independent to thrive as an adult in society?	Do all students have the knowledge and understanding to make healthier lifestyle choices?
How well are we achieving our aims?	Accountability Measures:	Health & safety, Relationships at work, Food safety, Community safety, Online safety	Optimum Attendance, Positive Engagement, Participation & Achievements	Reading, language and communication progress and increased range / level of qualifications annually for all.	Staff and students share ambitious targets and goals.	Significantly more confident than on arrival at Aurora Foxes.	Clear pathways to employability.	Able to participate in society and make their voice heard. Have their opinions considered through peer representation.	RARPA, Destinations, partnership feedback, parent feedback	Living significantly healthier lifestyle than on arrival at Aurora Foxes.

4. Roles and responsibilities

As described above, our curriculum is delivered through the totality of student experiences. For this to be delivered, the curriculum must be part of everyone's role. For example, the modelling of work behaviours is as important for house teams, site staff and administrators, as it is for tutors and leaders, if students are to learn from all around them and to prepare for the world of work. Awareness of the importance of such modelling / learning is essential for all Aurora Foxes staff, and with awareness comes responsibilities to deliver. This is what

makes the delivery of the curriculum complex at Aurora Foxes, but outcomes overtime indicate it is successful, as a result.

4.1 The Site Lead will:

4.1.1 – Ensure the Curriculum values, vision and mission are shared by all Aurora Foxes employees

4.1.2 – Ensure that the implementation of the curriculum is of the highest standards for **all** students, **all** the time

4.1.3 – Challenge students and staff to secure the widest possible range and level of qualifications, accreditation and awards for each student in recognition of the progress they have made

4.2 All Staff will:

4.2.1 – Model behaviour appropriate for the World of Work

4.2.2 – Recognise and adapt to deliver the central truth that Student Safety, Progress and Outcomes are at the heart of all that we do at Aurora Foxes

4.2.3 – Be prepared to contribute to the learning and progress of students

5. Context

5.1 At Aurora Foxes, we believe in changing lives by giving young people the skills, knowledge and confidence to successfully shape their own futures. Our aim is to equip our young adults with the life and hospitality skills they need to become 'work ready, life ready'.

We develop a personalised programme of learning for each young person, with a clear roadmap of progression to enable them to achieve their unique potential.

We offer a range of courses to enable young people to gain skills, qualifications and experience – all within the real-life working environment of Foxes Hotel, our residential houses and the wider community.

Our residential courses take up to three years to complete, with our dedicated tutors, residential team and on-site therapists working closely together with each young person to maximise the achievement of their aspirations.

Similarly, our day provision courses offer students access to a variety of nationally recognised and accredited vocational and functional qualifications supported by our collaborative specialist team. Student timetables are 5 days per week and include teaching, study time and work experience. Courses take up to three years to complete.

Curriculum content

The residential provision at Aurora Foxes is built around 3 main pillars of learning. These are:

- Vocational Training
- Independent Living Skills
- Functional Life Skills

6. Vocational Training

Students at Foxes learn vocational skills and knowledge in sessions at Foxes Hotel, a real-life working environment. Within these sessions students will learn how to:

- maintain a safe, hygienic and secure working environment
- maintain customer care
- work effectively as part of a hospitality team
- prepare and clear areas for table and tray service
- serve drinks
- prepare vegetables
- prepare and finish simple salad and fruit dishes
- cook vegetables
- cook and finish simple bread and dough products
- service public areas at front of house
- collect and deliver items for customers and staff
- maintain food safety when preparing, storing and cooking food
- maintain food safety when storing, holding and serving food

7. Independent Living Skills

7.1 Students at Foxes learn independent living skills in sessions in the home and the community and within these sessions students will learn how to:

- manage daily life
- socialise in daily life
- plan, prepare and cook balanced meals at home
- plan and manage my future and finances
- engage with the community
- keep safe in the home and community
- manage my health and wellbeing
- use public transport

The Independent Living Skills sessions help support students to be work ready. Students learn how to maintain good levels of personal hygiene and presentation which are required when working in the hospitality sector. Students also learn how to safely get to work by foot and using public transport and health and safety is consistently promoted through all areas of learning.

When not in structured sessions, students at Aurora Foxes are continually learning. Within the Personal Development, Health and Welfare time (PDHW) students continue to learn and develop their independent living skills, knowledge and

understanding. Students develop routines in the home, build friendships and relationships and access the community. The PDHW time allows for repetition of tasks and consolidation of learning. It deeply embeds learning and supports the transition of skills into a new context.

The PDHW time enables students to develop and use functional skills in life. Students are encouraged to develop their skills through practical tasks and activities that naturally occur so positive habits are developed ready for semi-independent living.

Aurora Foxes supports our students with their journey to adulthood. To enable them to be safe and knowledgeable we provide relationships and sex education. Our relationship and sex education programme consists of structured sessions delivered by our staff, external training, therapy sessions and 1:1 support sessions. Safeguarding and Prevent are embedded throughout the curriculum over time in order to reinforce the skills and knowledge to keep themselves safe.

8. Gatsby Benchmarks

The Aurora Foxes community is committed to the detail and spirit of the Good Career Guidance Report and the resulting benchmarks of best practice.

“Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.”

In 2013, Gatsby commissioned Sir John Holman to set out what career guidance in England would be like if it were good by international standards, resulting in the Good Career Guidance report. The eight benchmarks set out in the report serve as a framework for improvement in careers provision and have been adopted as part of the Government's Careers Strategy and statutory guidance for schools and colleges. In addition, The Careers & Enterprise Company now supports the implementation of the benchmarks in schools and colleges with a national network of support, resources and targeted funding.

The eight Gatsby benchmarks of Good Career Guidance are:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education

- Personal guidance

At Aurora Foxes 100% of Third Year students experience external work experience and 100% of all students experience work experience each year they are at the college. Additionally, students study and develop the soft skills that employers are seeking and which will prepare them for a life's challenges as they enter the world of work. Qualifications in vocational learning are present in the timetable and outcomes for all students. Independent Careers Advice is delivered by the National Careers Service. Aurora Foxes is very lucky to be in partnership with both Hilton Hotels and Sodexo. Both offer real life experiences for our students in addition to encounters with employers and employees. Both also have employed a number of student leavers over the last few years.

9. Monitoring arrangements

This policy will be reviewed annually