

Curriculum Intent Statements

The main aim of all subjects in our curriculum at The Coppice is to develop successful learners who are as independent as possible. We want our students to enjoy learning, make outstanding progress according to their ability, and to achieve or exceed their potential in each subject they study. We also aim to provide challenge for all our students at an appropriate level as well as flexible accreditation pathways that cater for the needs of all our learners.

English

We are very proud of everything our students achieve in English at The Coppice. Our challenging, inspiring, and flexible curriculum aims to excite our students, develop their love of the subject and enable every child to make great progress, no matter what their starting point.

At Key Stage 3, most students follow a curriculum that is based around the study of fiction and non-fiction texts that are made accessible for them according to their reading ability. Students are incredibly enthusiastic about studying, for example, *Macbeth* or *Private Peaceful*; they enjoy reading aloud, discussing the texts, and completing written work based on the plot, characters or themes.

Some students come to us as struggling readers. Those students follow the Read Write Inc Fresh Start phonics programme, teaching them to de-code and blend sounds as well as improving their writing ability. This is essential work for these students, to enable them to access not only our English curriculum, but all other subjects. The programme has a range of age-appropriate resources, and we find that students make excellent progress.

At Key Stage 4, there is a range of accreditation opportunities available to students, tailored to their ability. Many students follow a portfolio-based approach, centred around a different topic, such as Gothic Horror, each term. Students for whom it is appropriate will gain the Step Up to English Entry Level certificate, and we successfully offer GCSE English Language to students who will cope with both the academic rigour of the course and the challenges of an exam situation.

In addition to a love of the subject, we aim to inspire students to enjoy reading for pleasure. We have an online library that can be accessed both at home and at school, containing a wide range of books for readers of all abilities. Drop Everything and Read (DEAR) sessions on a Friday morning see the whole school reading either physical books or one borrowed from the online library on their iPad.

Our English curriculum helps to prepare students for their next setting, for adulthood and for the world of work. Some students who find English particularly challenging follow an accreditation route that develops their communication skills so that they are able to ask for items in a café, for example. Others will build on the basis that we have given them by doing GCSE English at college, or further developing their skills by following another accreditation route. Many courses and jobs require GCSE English, and some of our Year 11 students, for whom it was appropriate, have performed extremely well in that examination in recent years.

Maths

Our ambitious mathematics curriculum is accessible to all and intends to maximise the development of every student's ability and academic achievement by delivering lessons that are creative and engaging and lessons that aim to give all students the knowledge and cultural capital they need to succeed in life.

We want students to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in problem solving at all levels. We intend for our students to be able to apply their mathematical knowledge to other subjects and real life contexts.

As our students progress, we intend for them to be able to recognise and understand mathematics in the world at a level appropriate to them, have the ability to reason and problem-solve mathematically and have a sense of enjoyment and curiosity about the subject. This is done through our spiral curriculum, giving students the opportunity to build skills and knowledge and develop confidence in their mathematical ability.

A typical maths lesson will provide the opportunity for all students, regardless of their ability, to work through fluency reasoning and problem-solving activities, and apply their knowledge and skills to real world contexts.

Coppice Academy aims to provide flexible accreditation pathways that will cater for the needs of learners and empower them to take the next steps in their Mathematics education, giving them skills needed for future learning and/or employment.

Science

To develop successful independent learners who enjoy learning Science, who make outstanding progress, achieving, or exceeding their potential in science by providing challenge for all at an appropriate level.

To inspire the students a love of science. Instilling excitement and curiosity of natural phenomenon to prepare students for life in an increasingly scientific and technological world of today and the future by building up on the student natural curiosity and developing a scientific approach to solving problems.

At the Coppice Academy the science curriculum is designed around the key questions the students pose about the world in which they live and is delivered through investigation, observation, recording, and making their own conclusions based on their evidence.

Humanities

Students receive a wide and varied Humanities curriculum where they study local, national, and international issues around history, geography, and RE.

They are provided with opportunities to explore different time periods throughout history and modern day and get engrossed in ancient, medieval, and modern using technology, artifacts, and educational visits to places of significant interest. Students receive a thematic approach to key developments in history.

- The development of skills such as causation, continuity and change, significance, opinion, and diversity
- To empower themselves about thinking about their and other communities.
- To enable to think about wider world issues and the impact of events on individuals and communities.
- To interpret a broad range of sources including virtual, physical, and visual.

Computing

At Coppice Academy, we are passionate about our computing curriculum being a vehicle for students' empowerment through enhanced opportunities that allow them to develop skills for life beyond the academy.

Technology is constantly evolving and is impacting on the lives of everyone at home, in education and in employment. Therefore, we want to model and educate our pupils on how to use technology positively, effectively, responsibly, and safely.

We have developed our curriculum to encompass computer science, information technology and digital literacy with the aim of developing students' knowledge and cultural capital so that they have the skills needed to take the next steps in their learning.

We want all students to understand that there is always a choice when using technology and as a school, we utilise technology to model positive use. We recognise that the best prevention for many of the issues that we currently see with technology/social media is through education and aim to provide this not just in Computing lessons but through a cross-curricular approach. Computing is embedded cross the whole curriculum, making learning creative and accessible and giving students the opportunity to apply their knowledge, skills and understanding in different contexts. Our aim is for students to be fluent with a range of tools to best express their understanding and that at the end of their time at Coppice Academy, they will have the independence and confidence to choose the best tool to fulfil any task and challenge, becoming effective digital citizens in a changing world.

Social Emotional Mental Health (SEMH)

Through the SEMH programme students are challenged to:

Be informed – learning about the world, seeking different points of view, and empathise with others.

Be curious – listening and responding thoughtfully, be open to different opinions and to ask relevant and meaningful questions.

Be heard – to feel empowered to and aware of their own strengths, weaknesses, thoughts, beliefs, motivations, and emotions.

This is delivered through a range of activities including 'Discovering Me' in Year 7. Tutorial activities every morning, social skills games, Votes for Schools, and intervention activities if needed.

Independent Living and Work Skills (ILWS)

At the Coppice we have a bespoke curriculum designed with our student's future independence in mind. We constantly evaluate and tweak our topics to ensure that they meet the changing needs of our cohort. Our topics, including Careers, Safety in the Community, Rights and Responsibilities, Enterprise and Self Care and Organisation offer opportunities to increase confidence, knowledge, and independence skills.

- To prepare students for everyday life at home, in school and in the community. We encourage students to take some ownership of their day to day lives through self-care, organisation and accessing the community safely (including road safety)
- To equip students to live as independently and safely as possible in the future. We help to prepare students for life after the coppice and to think about supported and independent living in the future. We equip students to recognise dangers and how to seek help.
- To equip students with the ability to make choices and communicate their needs. Many of our lessons give students opportunities to discuss, debate and question each other. We believe communication is an essential skill in all areas.
- To inspire our students to make positive and informed choices about future living, education and work by educating them about opportunities and experiences available both in school and in the wider community. We try to encourage students to set goals and have aspirations.
- To empower students to take the next steps in education, training or work, and as they move into adulthood and independent living. We link to local and national employers and Post 16 providers to widen students' exposure to the education, training and employment opportunities available. We start of careers education in Year 7 and link it to all areas of the curriculum.

Design and Technology (Food)

The aim of food teaching at the Coppice is to develop successful learners who are as independent as possible in the essential life skill of cookery; learners will enjoy their experiences and learning, make outstanding progress and will achieve or exceed their potential in this subject.

We intend to challenge all our students at an appropriate level and provide flexible accreditation pathways that will cater for the needs of our learners. Pathways are adapted to suit the needs of the learners from basic kitchen skills in preparing simple dishes, to full independence following and adapting recipes and creating meals suited to their cultural needs and personal dietary choices.

The plan is to inspire in our students a love of the subject and a desire to cook not only out of necessity but also for pleasure.

Hospitality roles are a natural progression for many of our students and this prepares them for that learning journey equipping them with the skills they need for life and for employment sharing their recipes and home cooking as they develop those lifelong skills in cooking well-balanced and nutritious food for themselves and others with as much independence as they are able as well as the ability to communicate effectively with others and work safely as part of a team.

Design and Technology (Resistant materials)

Design and technology at the Coppice Academy is a practical and valuable subject that allows students the opportunity:

- To develop an understanding of tools, materials, and equipment.
- To develop and encourage an inquisitive and questioning nature.
- To identify students interests and hobbies and where possible expand and develop projects to encompass this.
- To enable students to actively contribute to the creativity, culture, wealth and well-being of themselves, their community, and their nation.
- To teach them how to take risks and so become more resourceful, innovative, enterprising, and capable, developing greater resilience and resourcefulness.

It allows students to develop a critical understanding of the impact of design and technology has on daily life and the wider world. Whilst providing opportunities for students to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others. Students understand teamwork and the ability to accept others' opinions and viewpoints and how-to be a team player. It also provides opportunities to develop and discuss further educational pathways and possible career choices. Whilst preparing our students for life in the real world, giving them skills and knowledge that will allow them to make real life decisions.

PSHE

The purpose of our personal, social, health and economic (PSHE) curriculum is to prepare students for the opportunities, responsibilities and experiences of later life. It is an important and necessary part of all pupils' education, as it focuses on the following broad themes:

health and wellbeing

identity and diversity

relationships and sex education (RSE)

safety – both on- and offline

The aim of our PSHE curriculum is to provide pupils with:

accurate and relevant knowledge

opportunities to turn that knowledge into personal understanding

opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities

the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Our curriculum is taught by form tutors, as these staff know the students well and will deal sensitively with any topic that may be a trigger for a particular child. While we have an overview of what is taught in each year, occasionally we have to respond to local or national concerns and insert lessons about key issues such as knife crime or criminal exploitation. We revisit most topics during Key Stage 3 and Key Stage 4, building on prior knowledge and developing students' deeper understanding.

While we do cover financial choices at Key Stage 4, most aspects of economic education will be covered in ILWS sessions.

Forest School

We have created a specific area to teach Forest School at the Coppice which we are very proud of. Forest school is a student-led inspirational learning process, that offers opportunities for holistic growth through weekly lessons. This supports exploration and supported risk taking.

Forest School

- develops students' confidence and self-esteem through learner inspired, hands-on experiences in a natural setting
- helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually
- creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks
- inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it

Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them.

Forest School, therefore, helps participants to become,

- healthy
- resilient
- creative
- independent learners

There is lots of research to support the outcomes of Forest School, but we know that it isn't just the educational outcomes and research that matter, our learners love it.

Forest School at the Coppice is strongly rooted within our ASPIRE curriculum.

Music

At the Coppice we DO music, not just learn about it! Students have the opportunity to use a variety of instruments to play as class ensembles, prepare performances, create their own compositions and generally enjoy working together as a class group.

All of these aspects enable students to:

- experience a sense of pride and achievement in their work.
- demonstrate their ability in an area not dependent on literacy skills.
- improve listening, concentration and attention skills.
- practise turn-taking.
- develop coordination and functional fine motor skills.
- cooperate and develop tolerance and a willingness to work with others.
- develop self-discipline and self-confidence.
- be involved in activities that may provide a fulfilling hobby or pastime and promote lifelong learning.

Our main performance opportunity is at Christmas, when the whole school goes to a local church for our Carol Service. All KS3 students and some KS4 students prepare a musical item with their class that they will play during the service, thus developing their confidence in performing to an audience.

PE

The aim of Physical Education at the Coppice Academy is to promote physical activity and healthy lifestyles through a range of activities whilst promoting conventions of fair play, teamwork, and leadership. This embeds life-long values such as co-operation, collaboration, healthy living and equity of play.

- Students participate in several sports across the UK's key stage 2, 3 and 4's Physical education curriculum; all of which are GCSE PE activities. The remaining topics students cover are 'Health Related Fitness' and 'Sports Leaders'. These feature across the entry level 3 and level 1 accreditation covered at KS4.
- Students work towards their ability to perform and apply sports specific skills, tactics, and teamwork: progressing through isolated grouped activities and competitive scenarios. This allows the student to acquire key skills and knowledge in preparation for the entry level 3 and level 1 accreditation covered at KS4.
- During lessons students are prompted to work towards key workplace specific skills including communication, leadership, teamwork, and evaluation to prepare for the demands of the work environment. During KS4 students research different jobs within the sport sector and begin to plan their next steps.

- At the Coppice Academy 69% of students rated PE 8 out of 10, with 100% of students saying that they make good progress in PE. Students particularly enjoy the facilities and opportunities available including the Sports hall, Trampoline, Multi-Use Games Arena, and extra-curricular opportunities.

Enrichment

The Coppice Academy's Enrichment programme strives to provide students with opportunities and skills that can expand knowledge, skills, and abilities in different contexts. Providing students with an opportunity to further access the academy's ASPIRE curriculum to create well rounded individuals beyond the typical learning environment.

Activities are selected based on opportunities and skills that may enrich students' life during their time at the Coppice and beyond, with reference towards the ASPIRE curriculum and regular student feedback.

Current Enrichment choices include:

- Sport
- Social Games
- ASPIRE Enterprise
- Performing Arts
- iPad Skills
- Forest School
- Arts and Craft
- Movie

All Enrichment choices provide students opportunities to develop key workplace knowledge and skills specific to each choice. Whilst promoting students to develop and utilise independence, collaboration, resilience, and motivation whilst encouraging them to pursue wider personal goals. Enrichment activities have also been developed to give students the cultural capital needed for life beyond the academy.

100% of students at the Coppice Academy said that they enjoy Enrichment with students whilst highlighting Sport, iPad skills, Arts and craft, and Performing Arts as their favourite activities.