

Curriculum review 2022-23

Intent: what are we trying to achieve with our curriculum?

<p>1. What are our curriculum aims? What do we want pupils to be able to know and do by the time they leave?</p>	<p>The Meadows</p> <ul style="list-style-type: none"> • To develop core skills across foundation subjects. • To develop resilience and be able to work with others which is embedded within the curriculum. • To support pupils in developing a sense of self to become receptive learners in a nurturing environment. • To develop coping strategies and be able to build positive relationships with others. <p>KS3</p> <ul style="list-style-type: none"> • Provide a positive experience through the curriculum: promote success and a growth mind-set. • The curriculum is based around Personal Development and having a wide range of learning experiences including core skills in a nurturing environment. Many subjects begin to work towards skills that will be transferred into key stage 4 when learners begin qualifications. <p>KS4</p> <ul style="list-style-type: none"> • To maximise the opportunities to achieve qualifications and prepare them for their post-16 education. • To offer support strategies so pupils can manage themselves and achieve their full potential. • To promote and develop independent learners. • To offer career guidance; training or employment and develop their social independence.
<p>2. How does our curriculum plan set out the sequence and structure of how we'll implement it?</p>	<p>Our curriculum intent is:</p> <ul style="list-style-type: none"> • To provide pupils with academic and vocational success delivered through timetabled lessons. • To emphasise Personal development opportunities delivered through SIS targets; Personal Development tutor time and lessons, social times including breakfast club, extra-curricular activities, careers, options, outside agencies and interventions. <p>The Meadows</p> <p>In addition to the above, the Meadows learners will also be supported through sensory areas and sessions and additional therapeutic and nurture sessions.</p>

<p>3. How does our curriculum reflect national policy (for example, British values or PSHE)?</p>	<ul style="list-style-type: none"> • PHSE and RSE- Sex and Relationships • Personal Wellbeing • Equality and Diversity • Personal development themed focus each half-term embedded into each subjects' SOW • P.E. • Assemblies
<p>4. How does it cater for disadvantaged and minority groups? How do we make sure these pupils are not 'shut out' of pursuing subjects they wish to study because of too sharp a focus on exam results?</p>	<ul style="list-style-type: none"> • Offer entry level qualifications; NCFE / vocational qualifications plus levels 1 and 2 for non-academic pupils • GCSE's • Constant reviewing/ amending/ updating curriculum to match pupil needs • Pupil Premium; interventions; laptops; • Rewards • Intervention timetable (social independence interventions) • Each subject has equality and diversity embedded as a personal development theme
<p>5. To what extent have we made objectives /aims clear? Does everybody know them?</p>	<ul style="list-style-type: none"> • Documents on website • Staff CPD • All staff input • Shared in coffee morning

Implementation: how do we deliver our curriculum?

<p>1. How does our current curriculum match our intention (see previous session)?</p>	<p>Our curriculum matches our intention as follows:</p> <p><u>The Meadows</u></p> <ul style="list-style-type: none"> • The curriculum offered is largely focused on personal development – There are specific lessons for nurture, therapeutic methods, PSHE and RSE, horticulture, PE, Art and DT and Food Technology. There are also lessons for Humanities, English, Maths and Science. • We have a nurture area with sensory materials and resources, in order for pupils to work on their social skills. This includes time for working on communication and social skills. This is supported during social times for example during breakfast club.
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	<p>KS3-</p> <ul style="list-style-type: none"> • We have a nurture room with sensory materials and resources, in order for pupils to work on their social skills. This includes time for working on communication and social skills. This is timetabled daily for specific learners. • The curriculum offered is largely focused on personal development – RSE, PE, Creative Craft, Personal development, Communication, ICT, Humanities and core subjects English, Maths and Science. • Personal development sessions are timetabled for years 7-9; working through ‘My Activity Passport’ and other enrichment activities. • Additional literacy and numeracy skills take place each week in form time. Reading happens daily in every form group and is a focus in every lesson. <p>KS4-</p> <ul style="list-style-type: none"> • The Curriculum offers the opportunities to gain a range of qualifications, building on learning from key stage 3. Four NCFE PSHE qualifications are taken across years 10 and 11 to support learners with their understanding of themselves and others which in turn supports their personal development, Functional Skills ICT at 3 different levels, Occupational studies for the work place (sport and construction modules), Level 2 certificate in Sport, Princes Trust up to diploma level, NCFE level 2 award Food and Nutrition, BTEC Science, English and Maths functional skills at different levels, English and Maths GCSE. • Supporting strategies are offered so pupils can manage themselves through SIS, ‘My Activity Passport’, Rights Respecting Schools and enrichment activities. • We have focus days on careers and regular meetings with our schools’ careers officer, as well as work experience and college visits. • Additional literacy and numeracy skills take place each week in form time. Reading happens daily in every form group and is a focus in every lesson.
<p>2. What subjects are we not teaching?</p>	<ul style="list-style-type: none"> • Music – We had DJ workshops last year and we are looking to introduce this again this year. • MFL – Land geography is part of the Humanities curriculum. Cultural food days explore cultures of different countries • DT-This is part of creative craft and occupational studies (construction).

	<ul style="list-style-type: none"> • Art-This is part of creative craft.
3. How do the subjects we are teaching join together? What cross-curricular links are there (in particular in the development of literacy and numeracy)?	<ul style="list-style-type: none"> • There are many cross curricular links within our subjects and we have Literacy and Numeracy focus each half term as well an expectation that reading is included in all subjects. • To promote reading and spelling, key words have been created for each subject. • Personal development is included in every lesson and SIS targets are part of the day sheets and they are marked against at the end of every lesson. • Personal development plans mean that all subjects work across different areas e.g. Citizenship and Careers • All subject medium term plans have reading included on them.
4. How are we encouraging progression as pupils move through the school?	<ul style="list-style-type: none"> • We encourage progression as pupils move through the school by including the personal development theme for careers/ college embedded into every subjects planning. • Pupils sit Mock exams in November during year 11 and 10. • We Moderate pupils' work 6 x per year- 3 internal, 3 external. • We have a high expectation for our learners. There is an expectation that they achieve 6 sub levels per year and interventions are used where necessary in order to support pupils to achieve this. • We offer different options for KS4 which can and have been amended according to pupil needs. • Every pupil has a subject information front sheet with individualised targets for each pupil for literacy and numeracy within English and Maths. • SIS targets are set half termly and pupils have personal development lessons in years 7-9. Additionally, we offer a number of interventions such as educational visits, rewards, visiting speakers, a range of therapies, counselling, relationship days and rewards visits to support personal development further. • Weekly assemblies to celebrate rewards through certificates and vouchers and to explore International and British celebrations and Rights Respecting Schools themes.
5. How do we differentiate our curriculum for different ability groups?	<ul style="list-style-type: none"> • At Inspire Academy we differentiate different ability groups through KS4 by offering GCSE's or Functional Skills and/or NCFE's which is coursework based. • Differentiation is planned for in lessons. • Inspire Academy offer bespoke timetables to support pupils with more complex social needs. • Personal development and Social Independence interventions are offered such as discreet personal development lessons, rewards, visiting speakers, school trips and relationship days.

	<ul style="list-style-type: none"> All pupils beginning at Inspire Academy complete the assessment WRATS 5 in order to differentiate and meet their needs. All other pupils are assessed twice a year to assess progress in Literacy.
6. Are subjects staffed appropriately? Are staff trained? Do subjects have adequate time and other resources?	<ul style="list-style-type: none"> Yes, subjects at present are staffed appropriately with nearly all subjects being taught by specialists Staff are trained through weekly CPD's, twilights and online courses. Each subject has adequate time across the key stages and is planned for appropriately. Courses have the guided learning hours needed. Each teacher has a budget for resources and there are additional

Impact: what difference is our curriculum making to pupils?

1. How well are children learning the content outlined in the curriculum? How do we know?	<ul style="list-style-type: none"> The majority of pupils are engaging in the content outlined in our curriculum and lesson observations and work scrutiny. Three times a year teachers complete the data, teacher assessments in Go4schools (all staff) and in order to monitor teacher assessment both internal and external moderation is completed every half term. Pupils' gaining the qualifications at the end of year 11 reflects their engagement in learning at Inspire Academy. For pupils who are not ready to learn, Inspire Academy offers transitional programmes and bespoke timetables to support this process. Feedback from student surveys/parent surveys shows areas of strengths and aspects of the curriculum which may need amending/ improving.
2. How well are pupils prepared for their next stage of education or working life? Where do they go?	<ul style="list-style-type: none"> Inspire has a trained careers officer who works with our learners across the year and across year groups to prepare applications, arrange work experience placements, visit colleges and arrange an annual careers fair. Inspire Academy offers a variety of Personal development activities including a focus across all subjects on careers in term 4 each year. Inspire Academy offers a broad and balanced curriculum and through exposing pupils to different subjects it enables them to identify interests in various areas. Gatsby Benchmarks and relevant staff CPD.

<p>3. How do we know our curriculum is having an effect across all pupils, including those who are disadvantaged or have low attainment?</p>	<ul style="list-style-type: none"> • Through learning walks and work scrutiny we can assess pupil engagement • Inspire Academy measures progress between PP versus non-PP / LAC/ FSM • By analysing data on Go4schools and putting in suitable interventions where necessary. • Comparing data with other Academies
<p>4. How well are key subject knowledge and skills consolidated before moving onto the next topic?</p>	<ul style="list-style-type: none"> • This is assessed by the teacher through assessment (week 4 every term – this will include elements from past terms and years learning) • Three times a year teacher assessment is added to Go4schools. • Within the assessment in Go4schools teachers will complete the progress statements for their subjects. • Through rigorous and consistent marking and feedback. • To support with key literacy and numeracy skills learners work on literacy and numeracy skills workpacks once a week to support with consolidating these skills.
<p>5. How well-developed are pupils' learning habits and learning skills? How do we know?</p>	<ul style="list-style-type: none"> • In order to assess pupils' learning habits and skills Inspire Academy staff will refer to work scrutiny data and lesson observations. • Through both L/O and W/S it is evident that Independent learning is developing, pupil engagement is taking place and pupils are responding to feedback and marking • Additionally, referring to SIS targets and data in Sleuth which shows pupils' attitude to learning which is also linked to their daysheets. • Feedback from pupil surveys completed provides relevant information in order to assess this also.
<p>6. How do we use evidence of pupils' learning to feed into our planning and adaptation of the curriculum?</p>	<ul style="list-style-type: none"> • Inspire Academy analyse data and add interventions accordingly • Teachers will make amendments to planning based on learners' progress and interventions. • In consultation with staff and pupils Inspire Academy will change qualifications and look at alternative ones which would be more appropriate for certain year groups or cohorts of pupils. • From the data and feedback Inspire Academy will change qualifications and look at alternative ones which would be more appropriate for certain year groups or cohorts of pupils.