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|  **Curriculum Intent** | **Curriculum Implementation** | **Curriculum Impact** |
| Our curriculum enables our pupils to: * Be Confident learners
* Be independent learners
* Achieve their best outcomes
* Be **emotionally resilient** and **regulate/manage their emotions**
* **Communicate successfully with others and develop positive relationships**
* **Know how to keep themselves safe and healthy – physical and mental health**
* **To further understand their rights and responsibilities as a global citizen**
* **To participate in a wide range of cultural experiences and enrichment**
* **Learn how to manage in a technological world of study and work**

 | How we do this: * The English curriculum is book and text based which puts reading at the forefront of children’s literacy experience. Planning for the Literacy curriculum is supported by the Hamilton trust.
* The maths curriculum is from the Hamilton trust and covers all the areas of the national curriculum whilst at the same time continuously going over the core skills of place value.
* The foundation subjects are taught using planning that is supported by Twinkl Planit following a clear and sequenced structure and coverage of the curriculum.
* The computing curriculum is covered through Purple Mash and provides a simple and innovative way to cover the computing curriculum.
* The curriculum for the whole year is planned and is presented on a yearly curriculum grid.
* All areas of the curriculum have a member of staff who is responsible for it. Staff have completed a curriculum overview and curriculum audit for each subject.
* Art and DT are covered in “breakaway” days which allow children to spend a whole day focusing on these creative areas of the curriculum.
* Lessons are differentiated and properly resourced.
* Teachers us targeted questioning and promote self confidence through targeted small group support.
* At times the curriculum may be highly personalised to meet the needs of individual pupils.
* Assess gaps in learning through Go4schools data and offer intervention support where needed.
* Pupils in need of early reading support access a structured systematic phonics programme. Reading is prioritised to allow full access to the curriculum
* We use elements of emotional and social development taken from our Social Independence Scales and have a PARTICULAR FOCUS UPON THE AREAS OF **RESILIENCE,** **MANAGING** **MYSELF** AND **COMMUNICATION.** Each element is focused upon specifically over the course of a term and forms part of our .They are built into assemblies, and as many curriculum subjects as possible. **RESILIENCE,** **MANAGING** **MY EMOTIONS**  AND **COMMUNICATION AND RELATIONSHIPS** are linked to individual/class LOs –daily or weekly.
* **Pupils are given speaking and listening oportunities as part of our ‘daily diet’ including assemblies, lunchtimes and lessons.**
* **Every pupil receives a SALT screening and specific SALT intervention.**
* **Pupils are given support to enable them to express their emotions appropriately including work on the Zones of Regulation.**
* **The English curriculum ensures that pupils have the opportunity to practise speaking and listening as well as reading and writing**
* **The PSHE and computing curriculum has planned areas of focus across the year, debating topical issues and engaging with outside agencies focusing on personal safety.**
* **PE is delivered by 1 x STAFF MEMBER RESPONSIBLE FOR DELIVERING PE and active playtimes with a wide range of activities.**
* **We provide targeted therapeutic support which is reviewed regularly and based on SIS scores and crisis points, consistent pastoral support and the teaching of Zones of Regulation**.
* **The RSE curriculum looks at staying safe on and offline as well as building positive relationships with others.**
* Our assemblies look at topical global issues as well looking at rights and responsibilities.-
* Understanding and managing my emotions is taught through specific teaching of Zones of Regulation
* Student council allows pupils to engage with the political process and debating important issues that affect the school.
* We hold themed days with donations to various national charities.
* The Geography, History ,Science, RE and Art curriculum allow pupils to learn about how the world works and the different cultures and histories of a wide range of places in the world.
* The RSE curriculum provides children to learn about their rights, the rights of others especially in relation to equality and tolerance.
* **Pupils have music lessons focusing on Djembe drumming. This always includes a whole school performance.**
* **We aim to visit a different place pf worship each term so pupils can have an experience of what different people believe**
* **Each class has personal development on their timetable. This area of enrichment has a termly focus and engagement is recorded on go4schools.**
* **Through music , art and drama sessions and performance, educational enrichment activities (on and offsite) and the use of the Activity Passport to ascertain and monitor pupils’ experiences – promoting cultural capital.**
* **Outside agencies are used to provide children with positive experiences. We have Fulham football club working with OP and KPA and RP PARTICIPATE IN forest school and BMXing lessons.**
* **History and Geography look at a broad spectrum of periods of different times and places to form a wider appreciation of the world around us.**
* **Computing is taught using purple mash and follows the national curriculum for computing.**
* **Computing skills are taught across the curriculum – which is used as a tool to reinforce skills (eg Mathletics).**
* **Pupils have been taught remotely in the past and training has been provided to allow them to access this if needed in the future.**
 | * The curriculum is followed consistently which ensures that pupils make progress in their skills and knowledge.
* Children are receiving an education where the curriculum is planned and sequenced in the same way that it would be in a mainstream school. This support reintegration for AP pupils.
* The extra planning and resourcing support provided for staff means that pupils receive quality, well-resourced lessons as well as allowing teachers to spend more time on other tasks (planning for teaching and interventions) instead of planning and resourcing topics.
* Reading (including phonics), Spelling and Maths are assessed on entry using formal tests (WRAT5 tests) and lexia. WRAT5 tests are repeated across the year. This results in pupils progress being tracked carefully – allowing interventions to be put in place and ensuring that all pupils make progress.
* Teacher assessments take place 6 x a year –using Go4Schools. This ensures that plans are in place for pupils who need additional support.
* Teacher assessments of writing are moderated internally and externally across the year. This supports staff to be accurate in their assessments of pupils.
* Regular learning walks and book scrutinies inform our assessments about the suitability of the curriculum and the progress of pupils.
* Lexia provides instant feedback to pupils and teachers and is used as an assessment and planning tool.
* The regular teaching of phonics and the 6 x weekly assessments ensure that all early readers make progress from their baselines.
* The focus on reading ensures that pupils use reading to access the curriculum – with reading taught and developed across the full curriculum. The reading of non-fiction books supports pupils to prepare for KS3.
* Pupils read widely and often, with fluency and comprehension appropriate to their stage of skill level.
* Individual Social Independence Scales (SIS) are reviewed 6 x a year and link in with target setting .We expect progress in the termly focus in particular: **RESILIENCE,** **MANAGING** **MY EMOTIONS**  AND **COMMUNICATION** **AND RELATIONSHIPS.** This supports reintegration for AP pupils.
* Pupil Progress Meetings are held across the year –this allows classteachers and SLT to focus upon individual pupils / groups who may need additional support –thus securing progress for all.
* Feedback from stakeholders informs our future planning and delivery –ensuring that the curriculum is appropriate.
* Pupil engagement, behaviour and attitudes are tracked via SLEUTH , learning walks, tracking reports and pupil feedback. This allows us to ensure that our strategies support positive behaviour for learning –thus impacting positively upon overall outcomes.
* Attendance is reviewed weekly (daily for some pupils). This ensures that pupils’ attend regularly impacting positively upon progress.
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