|  |  |  |
| --- | --- | --- |
|  **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: * Through the delivery of differentiated lessons ,resources, targeted questioning, the promotion of self confidence and adult support of small groups (working towards independence). 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.
* Through the teaching of listening and communication skills.
* Through a broad curriculum and a cross curricular approach –topic webs –which aims to link learning across subjects –thus teaching the basics of English and Maths in different subjects.
* Through a 2 week timetable which allows staff extra time to focus on teaching subjects and gives more opportunities for ‘learning to stick’.
* 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 PSHE SOW.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.
* Therapy is linked to these SIS assessments to ensure that those most in need receive the correct support in a timely manner.
* Through the specific teaching of Zones of Regulation
* **Through speaking and listening activities as part of our ‘daily diet’.**
* **Through every pupil receiving a SaLT screening and specific SaLT interventions.**
* **Through support for pupils to enable them to express their emotions appropriately.**
* **Through English teaching which ensures pupils’ writing skills are enhanced.**
* **Through the delivery of our PSHE and computing curriculum which has planned areas of focus across the year, debating topical issues and engaging with outside agencies focusing on personal safety .**
* **Through the delivery of PE-with each class receiving 2 x lessons a week and active playtimes.**
* **Through the use of 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**.
* **Through the teaching of RSE sessions**.
* **Through assemblies, student council sessions, contributions to charities, debating relevant topical issues and world events and the Geography, History ,Science, RE and Art curriculum.**
* **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.**
* **Through the delivery of IT skills teaching so pupils are able to access an online curriculum.**
* **Via engaging in IT across the curriculum – which is used as a tool to reinforce skills (eg Mathletics).**
* **Through accessing specific online lessons in the classroom – a minimum of 2 x lessons a week.**
* **Through engagement with online assemblies -2 x a week.**
* **Through accessing individual therapy and meetings virtually.**
 | * The Curriculum Intent is reviewed 3 x times a year –alongside the topic web planning –to ensure that we include each element of our Intent in our planning.
* Reading (including phonics), Spelling and Maths are assessed on entry using formal tests (WRAT5 tests) and lexia. WRAT5 tests are repeated across the year.
* Pupils readiness to learn is assessed on entry –using the PLT 9 Steps Ready To Learn assessment
* Teacher assessments take place 6 x a year –using Go4Schools.
* Teacher assessments of writing are moderated internally and externally across the year.
* 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.
* 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.** These 3 aspects are also assessed weekly –in line with the termly focus.
* Pupil Progress Meetings are held across the year –this allows classteachers and SLT to focus upon individual pupils / groups who may need additional support.
* The PLT wide English focus is assessed via a termly piece of extended writing which is marked specifically in relation to the English focus.
* Some aspects of the physical curriculum are assessed through the use of the Sports Grant .
* Regular fitness tests are conducted across the year to measure individual pupil progress and aid with planning.
* Feedback from stakeholders informs our future planning and delivery
* Pupil engagement, behaviour and attitudes are tracked via SLEUTH , learning walks, tracking reports and pupil feedback
* Attendance is reviewed weekly (daily for some pupils)
 |