|  |  |  |
| --- | --- | --- |
| 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**
* 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**
 | 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.
* Through the teaching of listening and communication skills.
* Through 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 timeable 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** **MYSELF** AND **COMMUNICATION** 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 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 student council sessions, contributions to charities, debating relevant topical issues and world events and the Geography, History and Science curriculum.**
* **Through music and drama sessions and performance, educational enrichment activities (on and offsite) and the use of the Activity Passport to ascertain and monitor pupils’ experiences.**
 | * 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 5 x a year –using Go4Schools.
* Writing and Maths teacher assessments 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.
* Individual Social Independence Scales are reviewed 6 x a year and link in with target setting .We expect progress in the termly focus in particular: **RESILIENCE,** **MANAGING** **MYSELF** AND **COMMUNICATION**. 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 .
* Feedback from stakeholders informs our future planning and delivery
* Pupil engagement is tracked via SLEUTH , learning walks, tracking reports and pupil feedback
* Attendance is reviewed weekly (daily for some pupils)
 |