



How do we identify the starting points of our students?

- At the start of the academic year students take part in a range of activities which provides a baseline assessment and is the pathway to plan activities and lessons that will challenge and stretch each individual.
- Formative assessment is conducted at the start of each unit of work and throughout the lessons. Lessons include teacher led, peer and self-assessment using the LO criteria, SOW and assessment progress ladder.



What do we want pupils to learn?

- How to read and follow a map, climb, ride a bike, canoe, paddleboard, kayak.
- How to cook within the FS area, fire safety, tool work and safety.
- Take part in OL activities which present intellectual and physical challenges working as a team building on trust and developing skills to solve problems.

What should pupils be able to do at the end of this sequence/topic/key stage?

- How to travel from one space to another.
- Using a map and landmarks around them.
- How to fix and ride a bike.
- How to use tools safely.
- Be safe around the campfire, identifying what is needed to keep themselves, others and the environment safe



What key threads flow through our curriculum?

- Health and safety.
- Teamwork.
- Mental health.
- How to lead a healthy and active life.

How do we assess and track progress?

- Formative assessment conducted at the start and end of each unit delivered in line with the school's marking policy.
- Termly end of term evidence for learning celebration assessment.
- Termly RAP meetings.
- Peer assessment and self-assessment throughout lessons.



How we uncover and respond to gaps in knowledge?

- End unit assessment.
- Termly summative assessment.
- Differentiation.
- Adaptation within lessons to reduce the gap.



How do we adapt our content to help our students know more?

- Attend CPD and develop knowledge of pedagogical technique
- Starters and TOE
- Teaching for understanding model



How do we deepen knowledge?

- Repetition
- Matching skills to life skills and everyday tasks
- Scaffolding the information through videos, discussions, visual aids, demonstrations then providing students the opportunity to apply this knowledge within a practical situation

How do we promote reading?

- Visual resources
- Reading the LO and criteria
- Researching areas to travel, map reading



What we do to make sure students retain knowledge during this sequence?

- Group discussions, recap each week LO delivered, linking to everyday life and different jobs and pathways.
- 121 discussions, questioning.
- Recall, repeat then apply information.
- Use of the school's teaching and learning model;
 - Acquire
 - Construct
 - Apply