

Intent

The curriculum has been designed to meet the specific needs of our pupils, all of whom have an EHCP identifying their specific SEMH needs. We have extended the vocational curriculum at KS4 to meet both pupil interests and staff expertise, incorporating different levels of qualifications in all areas to ensure that pupils can access qualifications at the right level, providing both support and challenge. This has enabled pupils to achieve qualifications from Y9 onwards; e.g. in English and Maths pupils can gain an entry level award, followed by functional skills at both levels 1 and 2, and GCSE.

Most of our pupils have experienced significant disruption to their education, and potentially trauma, and so our Ready to Learn curriculum has been designed to re-engage pupils with their learning by; building relationships built on trust and nurture principles, identifying any specific barriers to learning and identifying gaps in prior learning. Through the use of mixed age groupings and a range of educational and SEMH specific interventions the Ready to Learn curriculum has been designed to be flexible enough to meet pupils' needs based on their current level of development rather than just their chronological age, whilst still providing sequential progression and development of key skills and knowledge in preparation for Key Stage 4. Progression through the Key Stage 4 curriculum is clearly sequenced from Foundation and Entry Level qualifications through to Level 1 and 2 qualifications. We undertake a yearly curriculum review to ensure that our curriculum meets pupil needs, is clearly sequenced, and allows sufficient challenge

We have endeavoured to offer as wide a curriculum as possible, within the constraints of the size of our Academy.

- Pupils in Key Stage 4 are offered a wide range of academic and vocational options that prepare them well for progression on to the next stage of their education or training. We recognize that pupil option choices and our Academy size may result in some narrowing of the curriculum. To mitigate we are designing a Pastoral curriculum that focuses on the key ideas, concepts and knowledge that we would expect all young people to have experienced by the time they reach the end of Year 11.
- We have mapped Character education across all subjects and are working with subject leads, tutors, pastoral staff and the community to ensure that pupils receive opportunities to develop character and access the cultural experiences that they would otherwise lack.
- We take pupils off site regularly for rewards trips and also for curriculum development, including a yearly sailing trip and residential holiday.

Implementation

Our Curriculum is monitored through twice weekly Learning Walks and weekly Work Scrutiny involving all teaching staff and SLT on rotation. Subject leads all have strong subject knowledge in their areas, learning walks in this academic year show pupils are given work which matches the intent of the curriculum and is coherently planned in 100% of lessons observed this academic year. Teaching staff (including LSAs) work in subject teams to both moderate and review their curricula as well as review progress. This also allows staff

with particular expertise to support others and ensure that the pupils experience is consistent. Pupil engagement and relationships with teaching staff were judged to be a strength or major strength in 100% of lessons observed on learning walks this academic year. The weekly CPD programme involves regular opportunities to address any issues with the developing curriculum, and the pedagogy involved.

- Staff have undergone specific training relating to the recovery curriculum and planning for the needs of pupils who may not have been engaging with education for a prolonged period of time during lockdown.
- Previous skills audits have enabled us to ensure that staff specialisms are utilized in both delivery of the curriculum and also in CPD for other staff.
- We have developed a literacy strategy including CPD, 1:1 support for targeted children. Having been identified as an area for development in 13% of observed lessons last year, core skills, in particular reading, has been identified as a strength or major strength in 100% of observed lessons this academic year.

Impact

Our pupils have faced considerable challenges in their education before they join us, and all have significant SEMH needs. Our curriculum is designed to be flexible enough to ensure that staff are aware of these needs and can plan a curriculum to react to pupil's needs, as well as ensuring that essential literacy and numeracy knowledge is secure. Many of our pupils arrive with considerable gaps in their primary education and so we focus on these core skills in KS3. The Maths team are using a sequenced programme to ensure continuity from KS3 to KS4, and the English lead is coaching the KS3 English teacher to ensure adequate preparation for KS4.

Assessments are carried out on a half termly basis and moderated both internally and externally. Pupils in key stage 4 gain suitable qualifications and are prepared well for the next stage of their education or training (see attached Yr11 exam analysis).