

# Curriculum Statement 2025-26

| Group/Key Stage                                     | Intent   | Implementation  | Impact  |
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| Year 6/7 Ready to Learn Redwood and Birch Groups    | Most of our pupils have experienced significant disruption to their education, and potentially trauma. 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. | Pupils follow a primary model of delivery, remaining predominantly in one teaching room with their primary trained class teacher and LSA. Topic based learning is also used to deliver history, geography, religious studies and ICT. As pupils begin to feel secure and more confident they begin to attend a limited number of lessons with specialised rooms/teaching (eg. Food Tech/DT/PE), supported by their regular LSA. | 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. |
| Year 7/8 Ready to Learn Purple, Red and Blue Groups |  | Pupils progress from Redwood and Birch groups into Purple, Red or Blue Ready to Learn groups. Pupils are allocated to groups based upon the level of support they for both their academic and their social and emotional skills. These groups follow a predominantly Key Stage 3 curriculum with additional social development periods for groups based upon need.  |   |

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| Key Stage 4 | <p>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.</p> <p>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.</p> | <p>Pupils begin a Key Stage 4 curriculum in Year 9. Pupils follow a core curriculum of English, Mathematics, ICT, Lifeskills, Careers and PE. In addition pupils choose 4 optional subjects from a wide range of options. All subjects follow a sequential progression that enables accreditation from Entry Level to Level 2. This helps build confidence and motivation, rewarding pupils with early accreditation of their work.</p> | <p>We aim to give all our pupils and their families the hope, compassion, experience and qualifications to enable them to take their place in the World. We build their skills and confidence so that they can learn to recognise their emotions , self-regulate, and develop strategies to express themselves safely We ensure that everyone is seen and known as an individual, and offer them tailored pathways to meet their individual goals.</p> <p>Pupils reach the end of Year 11 with the essential academic, social and emotional skills to successfully transition into mainstream college placements and take the next step in their educational journey. In our most recent inspection Ofsted noted that “pupils in key stage 4 gain suitable qualifications and are prepared well for the next stage of their education or training”.</p> |
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