

### **Mission Statement:**

We will support our students to develop the skills they need to reach their personal potential, and become positive members of the community.

Learning is our core purpose. We believe:

Every child can achieve

Every student can make progress

Every member of our community matters

Everyone deserves a fresh start

We will provide a safe, secure environment where students are valued, respected, challenged and supported to achieve and make progress.

### **Curriculum Intent:**

We believe that every student can have, and is entitled to, a positive future. We see potential in each of our students and our purpose is to help them to access it, by supporting them to learn, to develop their skills, abilities and talents.

Our 24 hr curriculum aims to support our students to:

- Manage themselves and their SEMH needs effectively and successfully
- Achieve their academic potential
- Develop the qualities and skills to transition successfully into the next stage of their learning or employment
- Develop the attributes, skills, knowledge and understanding required to become valuable members of society

### **Implementing the curriculum at Ramsden Hall Academy**

The curriculum has been designed to promote the development of important life skills through strategies such as learning to learn in our nurture base, and reinforcement of social skills in the Residential Provision. There is a clear focus on supporting the development of skills and character traits such as self-management, compassion and team work and there is an emphasis on promoting learning outside the classroom.

Our curriculum is designed to be flexible so it can be adapted to meet the individual needs of each student. We organize our learning groups on the principle of 'stage not age'. Students in Years 6 – 8 can benefit from our nurture base within our Ready to Learn area where English, Maths, Humanities and Life Skills are delivered through a thematic, project based approach. Alternatively, students that are ready may join one of our learning groups following our Key Stage 3 curriculum. At the end of KS4 students are able to choose from a variety of subjects, according to their needs and interests. Each subject leads to nationally recognised qualifications at different levels. We offer qualifications in English and Maths from Y9, including entry level, functional skills and GCSE level, with the aim that every student will be able to achieve an appropriate qualification at their level. We also offer qualifications in PE, ICT, Science, Food Technology, Art, Construction, Technology, Animal Care, Religious Studies, Health and Fitness and a range of Princes Trust Qualifications.

Focused attention is paid to the student's individual needs through an integrated therapeutic approach to the curriculum, including the development of their social skills, confidence and

wellbeing. The Academy works with families to put in place aspirational targets for all learners and always celebrate the achievements of students to reinforce their success and achievement.

Residential students are provided with a wide range of evening activities to support the development of their social skills, confidence and independence. They are able to choose between activities such as hide and seek, run outs, magnet fishing, trips to the seaside and local parks etc, and older students enjoy activities that include visits to the local youth club and gym.

Any of the students demonstrating the skills and attainment required to successfully reintegrate into a mainstream school will be supported in the transition. Families will also receive support and guidance on how to best work with the school to help ensure their child is successful. The Academy aims for all students to enter further education, training or employment on exit from the Academy.

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### **Impact of the curriculum**

Impact on academic progress and attainment is measured through ongoing monitoring of student engagement in lessons, half-termly analysis of assessment and attainment data and annual analysis of leavers destinations. The leadership team carry out weekly learning walks and work scrutiny. The data from there is then triangulated with the outcomes data to inform monitoring of Teaching and Learning.

Impact on social development is measured through ongoing monitoring and half-termly analysis of our behaviour and reward system data, half-termly students' assessments of progress in PLT Social Independence Scales and twice yearly analysis of Boxall profile data for each student.

Impact measures are shared half-termly with the RACE (Regional Academies Committee Executive) and the curriculum is reviewed annually to ensure that it continues to meet the needs of the students.